

1999 - 2001

Graduate Bulletin



LOYOLA
UNIVERSITY
NEW ORLEANS

ADMISSIONS DEADLINES

Fall Semester: August 1

Spring Semester: January 1

This bulletin includes the most accurate information available at the time of publication. Requirements, rules, procedures, courses, and informational statements are subject to change. The university reserves the right to make changes as required in course offerings, curricula, academic policies, and other rules and regulations affecting students.

POLICY ON DISCRIMINATION

Loyola University has fully supported and fostered in its educational programs, admissions, employment practices, and activities the policy of not discriminating on the basis of race, color, creed, national origin, sex, age, or disability. This policy is in compliance with all applicable federal regulations and guidelines.



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CORRESPONDENCE DIRECTORY

Address Correspondence to:
Loyola University New Orleans
6363 St. Charles Avenue
New Orleans, LA 70118

Main Telephone:
(504) 865-2011

Admissions Information:
Director of Admissions
(504) 865-3240
1-800-4-LOYOLA
E-mail: admit@loyno.edu

Residential Life:
Director of Residential Life
(504) 865-3735

Meal Plans:
Student Activities
(504) 865-3622

Early Registration/Student Records:
(504) 865-3237

New Student Orientation:
(504) 865-3676

Scholarships:
Director of Financial Aid
(504) 865-3231

On-campus Student Jobs:
Director of Financial Aid
(504) 865-3231

Student Loans:
Director of Financial Aid
(504) 865-3231

www.loyno.edu

LOYOLA UNIVERSITY

NEW ORLEANS

is a Catholic institution

that emphasizes the Jesuit tradition

of contributing to the liberal education

of the whole person.

*The university searches for those students
who are not satisfied with the ordinary,
but who thrive on
CHALLENGE.*

*Our purpose is to provide quality education
for a select group of students.*

Loyola University New Orleans is a Jesuit university founded by the Society of Jesus and chartered on April 15, 1912, with ownership vested in the Loyola community of Jesuit Fathers. The university was authorized to grant degrees by The General Assembly of Louisiana for the year 1912.

Today, Loyola still operates under its founding purpose of offering a liberal arts education on the undergraduate level to all who seek knowledge and truth.

Loyola University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor and master degrees.

All educational programs and activities are open to all qualified persons without regard to race, color, creed, national origin, age, sex, or disability in the true spirit of Christian love and charity and the Jesuit commitment to social justice.

Loyola is a medium-size university with a total enrollment of over 5,500 students, including over 3,500 undergraduate students, and 2,000 graduate, law, and other students.

Loyola's student body is geographically diverse. Students represent 48 states, the District of Columbia, Puerto Rico, and 59 foreign countries. Students also represent a wide range of social and economic backgrounds.

Loyola is located in a residential area of uptown New Orleans known as the University Section. Fronting on tree-lined St. Charles Avenue where streetcars are the mode of public transportation, the main campus faces Audubon Park directly across the avenue. The 19-acre campus is a collection of beautiful Tudor-Gothic buildings and modern architecture. Two blocks up St. Charles Avenue is the four-acre Broadway Campus.

In recent years, Loyola University New Orleans has consistently ranked among the top regional colleges and universities in the South and one of the top 60 in the United States by *U.S. News and World Report's* special issue "America's Best Colleges."

Loyola is committed to the task of equipping its students to know themselves, their world, and their potential. It operates from the belief that to perform that function properly, it must strive to be an academic community composed in a manner fitting today's pluralistic society and ecumenical age. Students of all beliefs and faiths are welcome at Loyola if they are willing to dedicate themselves to the university's educational mission.

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GRADUATE PROGRAMS

BUSINESS ADMINISTRATION

Master of Business Administration
Master of Business Administration/Juris Doctor
Master of Quality Management

EDUCATION

Master of Science in Counseling
Master of Science in Reading
Master of Science in Elementary Education
Master of Science in Secondary Education

MASS COMMUNICATIONS

Master of Arts in Communications
Master of Arts in Communications/Juris Doctor

MATHEMATICS

Master of Science in Teaching Mathematics

MUSIC

Master of Music
Master of Music Education
Master of Music Therapy

NURSING

Master of Science in Nursing

RELIGIOUS EDUCATION AND PASTORAL STUDIES

Master of Religious Education
Master of Pastoral Studies

RELIGIOUS STUDIES

Master of Arts in Religious Studies
Master of Arts in Religious Studies/Juris Doctor

LOYOLA UNIVERSITY NEW ORLEANS

STATEMENT OF EDUCATIONAL PURPOSE

Loyola is a comprehensive Catholic university that embodies the standards of academic excellence synonymous with Jesuit education. As a community united in the search for truth and wisdom, Loyola's faculty, students, and staff are committed to scholarship, service, and justice. Consistent with its Jesuit and Catholic heritage, the university is open to all qualified persons.

As enunciated in Goals of Loyola and elaborated in the Loyola Character and Commitment Statement, the mission of Loyola University is to provide a rigorous education grounded in values for an academically able student body selected from diverse geographic, ethnic, and economic backgrounds. While reaffirming its commitment to the educational needs of the citizens of New Orleans and of Louisiana, Loyola will continue to seek students from throughout the region, the nation and the world.

To achieve its goals, Loyola recruits faculty who are dedicated to instruction and advising, to research that enriches their teaching, and to service both to the university and to the larger community. To preserve its Jesuit character, Loyola seeks to maintain a substantial presence of Jesuits as faculty members. Acknowledging that education is not limited to the classroom, the institution employs staff who are committed to the education of the whole student. Through the curriculum, advising, campus ministry, co-curricular activities, and student life programming, faculty and staff strive to provide a supportive but challenging environment in which students can realize their individual potentials while coming to recognize their responsibility to serve others. To meet the diverse needs of its students, Loyola offers a curriculum rooted in the liberal arts and sciences and fully supportive of a wide range of pre-professional and professional programs. Though its principal focus is undergraduate education, the institution offers selected graduate programs that are consistent with its mission.

In the Ignatian tradition, Loyola University endeavors to develop students into a new generation of leaders who possess a love for truth, the critical intelligence to pursue it, and the eloquence to articulate it. The goal of a Loyola education is not mere technical competence but wisdom and social responsibility.

As approved by the Board of Trustees, "Goals of Loyola" is Loyola University's mission statement; the "Loyola Character and Commitment Statement" is an amplification of the institution's Jesuit and Catholic identity and tradition; the "Loyola Statement of Educational Purpose" is a distillation of these two documents to be used for planning and assessment purposes.

Approved 03/03/94—Mission Effectiveness Committee/Board of Trustees

Approved 03/17/94—University Planning Team

Approved 03/24/94—Academic & Faculty Affairs Committee/Board of Trustees

Approved 05/19/94—Board of Trustees

May 1994

GOALS OF LOYOLA

The following statement represents many months of work by faculty, administrators and students at Loyola. It was mandated by the Council on Academic Planning, approved by the Standing Council for Academic Planning and approved in July 1971 by the Board of Trustees. Revisions proposed by the Standing Council for Academic Planning and approved by the Board of Trustees in July 1973, January 1977, and May 1983 are incorporated in this edition of the Goals Statement.

LOYOLA UNIVERSITY IS A CATHOLIC INSTITUTION

Loyola, as a Jesuit university, is committed to the belief that Christianity presents a world view which is meaningful in any age. Although the message of Christianity is not wedded to any given philosophy, science, art, or politics, it is still not compatible with every point of view.

The person is central in a Catholic university. Its task is to equip its students to know themselves, their world, their potential and their Creator. To perform this function properly, it must strive to be one academic community composed of administrators, faculty, and students, both laypersons and clerics. This community must be composed in a manner fitting to our pluralistic society and ecumenical age. It can, therefore, be made up of many whose modes of commitment to university aims differ: of those who have dedicated their lives to the Christian faith commitment, of those who live non-Christian faith commitments, and of some who live no formal faith commitment at all. Religious and non-religious, Christian and non-Christian, all will dedicate themselves to the mission of this Catholic university, each in his or her own way. All will cooperate in the search for truth, either by exploring the inner dynamism of Christianity and its implications for the present or by provoking the quest for truth in others. All are bound together by a common search for knowledge. All are dedicated to the discovery and promulgation of truth.

The community in quest of truth has a reverence for creation, not only the creations of God and the creations of people, but for life itself as a fountain of creativity. Reverence for creation fosters universal concern and dedication. All who are concerned for and dedicated to the truth are welcome in the Loyola community. Only those who condemn the commitments of those who seek the truth will not find a home here.

The Catholic university must foster among its students, its faculty, and the larger community a critical sense. To think critically one must have a place to stand. Criticism must be based upon agreement on basic values and principles. Without this there can be no meaningful disagreement. Loyola stands on its Catholic commitment. This commitment is not the end of a search, but the beginning of an inquiry into other traditions, other regions, other religions. Loyola seeks to hand down a heritage even as it learns and teaches methods of thinking which will revivify the heritage and breach new frontiers of knowledge.

Because Loyola is committed to the Christian tradition, it should support excellence in theological instruction and scholarship as well as recognize the pre-eminent place of theology among the disciplines of higher learning. Catholic teaching should be presented in some structured way to aid the student to form her or his own world view.

Rapid change is a feature of contemporary life. Education should equip students to meet the rapid developments they will encounter and should enable them to make sound judgments as values undergo constant scrutiny. It is the tradition of the Society of

Jesus to discern what is good and true in the movements of history. Loyola pledges itself to educate its students to meet change with equanimity, good judgment and constructive leadership. Innovations in the direction of a more Christian and just structure for society are expected of the Loyola University community, its alumni and its friends.

Loyola is committed to a serious examination of those conscious and unconscious assumptions of contemporary American civilization that tend to perpetuate societal inequities and institutional injustices. In this endeavor it is particularly concerned with those prevalent economic, judicial and educational attitudes which are inconsistent with the social teachings of the Church.

LOYOLA CONCENTRATES ON LIBERAL EDUCATION

Loyola intends to achieve its goal of integrating the vision of faith with the remainder of human knowledge by concentrating on the liberal education of its students. While Loyola emphasizes studies in the liberal arts, it is also committed to professional study. Liberal studies assist a student to broaden and deepen convictions; professional studies assist a student to actualize convictions. Planning and efforts, therefore, are to be centered on the achievement of excellence in liberal and professional education.

Loyola is aware of the need for innovation in undergraduate education. Because of its size and independent status, Loyola is in a unique position to explore new programs and approaches in education. Loyola should experiment with the full realization that lack of change often implies more risk than change itself.

Loyola's spiritual and material resources will be dedicated to the support of graduate programs if they fulfill one or both of the following criteria:

- (a) they are necessary for strengthening undergraduate programs;
- (b) they fulfill serious community needs.

LOYOLA RECOGNIZES ITS COMMUNITY RESPONSIBILITIES

Loyola looks forward to its place in the community of the future. The American university of the future will be more involved in community service than the university of earlier decades. Loyola stands ready to do whatever is in its power as an independent Catholic university to solve the problems of American society today.

Loyola should make a serious effort to probe and uncover the latent unity of the Southern people so that together they may build a richer future for their children. Loyola should make conscious efforts to prepare the educationally underprivileged for college life and to make a college education available to them. In particular, Loyola recognizes its obligation to provide such educational opportunities to the Black community, which historically has been deprived of this advantage.

Within the limits of available resources, institutes, and programs will be created, developed or discontinued as the need arises under the scrutiny of the Standing Council for Academic Planning. Among present programs are those that serve high school students and teachers, the educationally and economically disadvantaged, nurses, law enforcement agencies, and labor.

LOYOLA IS A COMMUNITY OF SCHOLARS

Loyola aims at developing and maintaining a distinctive community of scholars. The bond of this community is the desire of teachers and students to reach academic excellence in their pursuit, not of knowledge alone, but of truth and Christian wisdom. In such a community, students and faculty are in contact with centuries of accumulated wisdom and should be active in shaping this wisdom for a new day. By reason of their formative life within this community, they should be conscious of the achievements and failures of all of human history, particularly those of their own culture and time. As a result, they should be capable of principled judgment in the face of complexity and

ambiguity, and humanely moved or divinely inspired to leave behind them a better world than they found.

Such a mission will best be accomplished in our day by a community drawn from many religious, ethnic and cultural backgrounds, and through firm, vigorous and dynamic programs in the arts, humanities, sciences, and law. It can be accomplished especially well by programs of studies which cross traditional disciplinary lines. Faculty and students are encouraged to collaborate in the formation of interdisciplinary curricula and programs.

The university's libraries comprise an essential component in the development of a community of scholars. The expansion and improvement of library resources are major objectives of the university. Therefore, Loyola should continue to participate in cooperative efforts among universities designed to reduce unnecessary duplication of library resources and to experiment with innovations such as information retrieval technology.

In sum, Loyola wishes to assist each person in becoming more aware of the problems of society and of his or her ability to correct these problems. Such a person would have a firm moral conviction to live up to his or her obligations to himself or herself to community and to God.

THE FUTURE OF THE UNIVERSITY

Loyola is potentially strong in three areas that are in some significant way unique: communications, music, and religion. By achieving excellence in these unique areas and sustaining its strong undergraduate departments, Loyola will be a significant force in higher education.

The university should aim at a gradual and studied increase in size of the student body consistent with maintaining quality programs, close student-faculty contact and maximum use of existing resources.

Loyola should increase and make more effective its ties with other colleges and universities in the New Orleans area. The New Orleans Consortium is a good example of how such effective bonds can be forged.

There is an obvious relationship between certain fields of study and the institutions and social movements of the modern city, state, and nation. A portion of studies such as business and the social or behavioral sciences should be done off-campus with students examining and working in institutions and agencies actually practicing in these fields. Such study can be an academic activity. It should be undertaken as part of regular academic programs because it is directly related to the subjects for which Loyola takes educational responsibility.

PRIORITIES INVOLVING PLANNING

One of the principal responsibilities of the Standing Council for Academic Planning (SCAP) is to direct an orderly and systematic planning sequence that will ensure that Loyola is prepared for the future. To fulfill this role, SCAP must carefully examine not only all the elements of any new programs but also assess the viability and quality of existing programs. Economic constraints, educational and professional needs and community expectations are necessary considerations in all recommendations.

As an additional responsibility, SCAP should be active in lending its support to the extension and development of the New Orleans Consortium so that fuller use of the combined resources of facilities, faculties, and staff may be made.

PRIORITIES INVOLVING STUDENTS

Loyola recognizes that value-oriented education must occur in the context of total human development and is founded upon an appropriate integration of the religious and intellectual development of the student and the education of the whole person. Loyola students should be provided with a foundation of learning experiences which will enable

them to develop further their personal values and life goals. For this reason, Loyola expects students to accept responsibility in determining policies, programs and curricular requirements. The university involves students in the planning of their education and the shaping of their environment and encourages student participation in the deliberations of faculty and administration.

Loyola is committed to the development of a culturally and educationally diverse student body and is pledged to represent this diversity in all programs and services which affect student life. One of Loyola's greatest assets is a student body which reflects the cultural diversity of metropolitan New Orleans. Loyola will make every effort to attract a sizable percentage of students from outside of Louisiana and the Deep South to increase the cultural, intellectual and demographic diversity of the student body. Special efforts will be made to encourage students to share their differing cultural perspectives in contributing to the campus community and its programs. In order to ensure this diversity and balance in the student body and maintain the quality of admitted students, the Admissions Office will continue a careful evaluation of every applicant. Based upon this commitment to diversify the student body, Loyola balances ability and need in making its financial awards.

In keeping with its commitment to educational excellence, Loyola will continue to enrich the student population with outstanding students who will attract other good students and faculty and stimulate all to greater efforts. In support of this goal, special enrichment programs have been established and will be continued and strengthened. Loyola also maintains a strong commitment to the average and the underachieving student and provides programs to facilitate his or her adjustment to the academic environment.

The university recognizes the importance of providing programs to facilitate the integration of the new student into the university community and to encourage the development of harmonious relationships among the diverse elements of the student body. Loyola provides counseling at every level. Academic counseling should be systematically organized and supervised by the deans, and faculty members should recognize their counseling responsibilities. Personal counseling, growth opportunities and support programs to help the student meet the normal problems associated with making the transition from one life stage to another are provided by the Counseling Center. Loyola will continue to establish programs lead by professionally trained personnel to facilitate students' continuing personal and social growth, to help students to develop the skills necessary to cope with academic demands, and to aid them in identifying and pursuing purposeful career goals and future aspirations. Personal and spiritual counseling should complement one another. Campus Ministry does play a special role in assisting students to adjust both to university life and to understanding the full scope of a Loyola education. Programs which strengthen the student's social, cultural and academic environment outside the classroom should be supported. Student activities and co-curricular programs which are educational and which prepare students for further leadership will be expanded. Such programs include student government and organizations, prayer groups, organized recreational activities and the Loyola Community Action Program (LUCAP).

Loyola is cognizant that the student body increasingly includes senior citizens, career persons returning for further education, women preparing to re-enter previous careers and other students in non-traditional programs. As part of the education at Loyola, it is important that these students be strongly encouraged to participate in campus life and to see the university as able to make a significant contribution to their lives outside regular classroom experiences. Facilities, programs and services will be developed to support the active participation of such students utilizing professional staff, peer assistance and community referral.

PRIORITIES INVOLVING FACULTY

A university is a community of teachers and learners. The knowledge and teaching ability of the faculty place it in a unique position of leadership. The faculty has primary responsibility for such fundamental areas as curriculum, subject matter, methods of instruction, research, faculty status and those aspects of student life which relate to the educational process. The faculty sets requirements in courses, determines fulfillment of the requirements, and approves degree candidates for presentation to the President and Board of Trustees.

Within the framework of excellent liberal and professional education, faculty activities should be a studied balance among teaching, research, and community service. These goals can best be realized by a stable, financially secure and professionally active faculty. Faculty participation in university governance reflects its concern with academic excellence through teaching, research, other scholarly activities and the maintenance of an atmosphere of academic freedom and responsibility. It is expected that Loyola faculty will have active professional interests which will contribute to the vitality of its work in the classroom.

PRIORITIES INVOLVING CURRICULUM

The university curriculum provides the students, faculty, and administration with a common reference system for the pursuit of academic excellence and scholarship. Loyola is committed to a steady exploration in and experimentation with curriculum design. Curricular reform should be planned and conducted by faculty-student committees working in cooperation with the dean of their college.

So that each undergraduate can achieve a liberalizing education, the curriculum should ensure that instruction be given in the traditional areas of the humanities, sciences, and the fine arts, regardless of the major field of study. This common portion of the contribution reflects Loyola's commitment to participation in the Judeo-Christian intellectual tradition. To achieve this objective, the curriculum must convey a grasp of religious thought and philosophical discourse which frees from ignorance and from mindless conviction and commitment. Each degree program must fulfill all university and college requirements but remain flexible enough to meet the changing needs of the field of study involved.

Differences in the educational objectives of the undergraduate colleges may result in variations in the extent of their participation in the common curriculum. However, the number of major courses required by each program should not be so great as to produce over-specialization of the student. Periodic reviews of the degree requirements should be conducted.

The development of a high degree of ability in expressing ideas both verbally and in writing should form an essential part of each student's education. Moreover, the student should be encouraged to develop a basic competence in those languages that best complement his or her own program of study. In keeping with this, Loyola should continue to explore innovations in instruction in both human and machine languages and encourage utilization of presently available technical aids including computer-assisted instruction. Loyola should also explore the possibility of greater inter-university cooperation and specialization in the areas of language, arts and computer science.

Because of its intrinsic importance, education in the physical and life sciences has held an important place at Loyola. Loyola will continue to make every effort to inculcate

¹ 1966 Statement on Government of Colleges and Universities, by the American Association of University Professors, American Council on Education, and the Association of Governing Boards of Universities and Colleges, from Appendix C, Loyola University Faculty Handbook, November 15, 1973.

scientific literacy in all of its students. Many patterns of thought in our time are grounded in the methods employed by the sciences. College students should be exposed to the disciplines of the natural sciences. Thus, Loyola will continue to devote sufficient resources to maintain its excellent program of service courses for undergraduates in other fields and will make every effort to recruit talented majors in these programs.

An ordered society needs men and women trained in the law and business administration. Loyola has produced and will continue to produce leaders in law, government and business administration. Because Loyola is committed to the Christian tradition, it should provide the leaders of tomorrow with those values which strengthen our society.

Law and graduate students should be offered a liberalizing education, and their respective curricula should insure that instruction is given in the areas of ethics, professional responsibility and the humanistic concerns of their respective disciplines. Legal and graduate education at Loyola should also reflect Loyola's commitment to participation in the Judeo-Christian intellectual tradition.

The School of Law is committed not only to a theoretical and practical understanding of the law, but also to the highest ideals of social justice and professional responsibility. The law school offers a comparative law approach to legal education through its complete common law and civil law programs. It is unique in the community in providing a legal education in the evening.

All Loyola disciplines should provide opportunities for study through seminars, honor courses, discussion courses, independent study, research projects and courses designed by students. Loyola will continue its tradition of close student-faculty contact which has always constituted the basis of quality education.

LOYOLA CHARACTER AND COMMITMENT STATEMENT

The following statement represents many months of work by both Jesuit and lay faculty, staff and administrators at Loyola. It was written by the Task Force on Jesuit Identity and approved by the Board of Trustees in November 1980.

1. Loyola faces the years ahead with confidence. Relying on God's providence and assiduously practicing the virtue of discernment, we will plan for what lies ahead. Our society is marked by increasingly rapid change, growing complexity, and a burgeoning pluralism. These realities are not without their impact upon our community. Loyola is today a larger, more complex institution than it was thirty years ago. The student body and the faculty are more numerous and more pluralistic in their composition. Moreover, the proportion of Jesuits at Loyola has declined and may show further decline in the immediate future. It appears beneficial, therefore, that we take stock at this juncture and articulate, without diffidence or defensiveness, our self-understanding and our educational vision.
2. Our starting point as a community is our recognition and acceptance of the goodness of all God's creation and the ideal of human solidarity and community under God. Further, we acknowledge the Lordship of Jesus and affirm that God was in Christ reconciling the world to God. Around this central confession of faith we hope to shape our lives. It would be meaningless for Loyola to label itself Catholic and Jesuit were it not to center its self-understanding upon these truths. Though our world is broken and fragmented by evil, both personal and social, the enfleshment of God's Son as our brother grounds our hope for the eventual and ultimate victory of goodness and order. God in Christ has called us to choose freely and to follow in the footsteps of our Lord and to do what in us lies to nurture the Reign of God that is aborning in this world where divine and human activities intersect.
3. Motivated by the Christian vision of reality, Loyola undertakes its task as a Catholic institution of higher learning in the Jesuit tradition. Loyola's Jesuits have publicly stated that their "mission is essentially religious but specifically intellectual and educational in the broadest and deepest sense." In all phases of this academic endeavor the university community must strive to achieve the excellence that has come to be synonymous with the Jesuit tradition of learning. As a community of educators and scholars, Loyola's faculty and staff must be dedicated to excellence in teaching, in research, and in service to the larger community. The university must provide an environment conducive to growth of its faculty and staff and the development of scholarship and understanding of personal values that is so much a part of the Christian tradition. At the same time, concern for the student as a person is central to the Jesuit educational mission. Above all, Loyola will endeavor to develop in its students a love for truth, the critical intelligence to attain it, and the eloquence to articulate it. By word and example, Loyola will dedicate itself to educate our students in the Christian tradition, which we recognize as "not wedded to any given philosophy, science, art, or politics (but) still not compatible with every point of view." (Loyola University Goals Statement)
4. While academic excellence and liberal education are the immediate goals of our university community, they cannot be, in view of our commitment as a Jesuit university, the ultimate *raison d'être*. Academic excellence stands in the service of

the full human development of persons as moral agents. In this regard, it would be well to recall the role of the Spiritual Exercises of Ignatius Loyola in the development of every Jesuit. After the Gospel, the Exercises are the wellspring of the Jesuit spirit. They endow Jesuit activity with a distinctive quality. Some understanding of the Exercises, therefore, is necessary to understand the ultimate aim of the Jesuit educational endeavor. The Exercises aim to enable a person, with God's help, to make a Christian choice in regard to the most significant truths and values of life. The choice may be a fundamental option or a conversion affecting the totality of one's existence. Again, it may simply issue from a periodic reassessment of priorities. Whatever the matter of choice may be, the decision-making process should be marked by certain characteristics. First, it ought to be disentangled from inordinate attachment, disordered affectivity. It must purge itself of bias, prejudice, and stereotypical thinking. Only so can it be genuinely free. Second, any significant option ought to be illuminated by human and divine wisdom. No pertinent light that comes to us from history, science, art or religious experience should be ignored. Third, significant choices must not remain merely notional. They must be woven into the texture of one's life; choice must incarnate itself in action. In the light of the Ignatian ideal, choices are to be made with a commitment to pursuing the greater good in any course of action. Capacity for truly human action is what Jesuit education hopes ultimately to achieve.

5. Because education at Loyola is person-centered and concerned ultimately with choice and action, the curriculum, spiritual life and student life must on all levels and in all areas be concerned with values. Our goal is wisdom, not mere technical competence. In this regard it is well to recall that the Spiritual Exercises, as the Gospels before them, while world-affirming, condemn self-aggrandizement and promote service to others. Jesus, the man for others, is for us the archetype. Solicitude for others, not mere efficiency or mere bureaucratic convenience, must motivate us to a concern for all members of the university and to ever-widening circles of concern for our city, our state, our region, our nation and our planet. Because of our human solidarity, a concern for one, even the least of his brothers or sisters, is a concern for all.
6. It is understandable then that in the face of our contemporary situation Jesuits the world over have recently determined that the best way to embody their commitment to the Gospel and the Ignatian Exercises is through the promotion of justice animated by faith. Accordingly, Loyola as a Jesuit university embraces the conclusion of the 32nd General Congregation of the Society of Jesus that Jesuit education must be a catalyst for needed social change, hence dedicated to fostering a just social order.
7. This commitment to social justice can be shared by all who are of good will, thus capable of enlisting the support of our entire community in all its ecumenical diversity and ideological pluralism. We must, therefore, in our policymaking, in our administration, in our entire curriculum, and in the totality of our campus life, strive to bring to life concern for justice to which our Jesuit and Christian heritage commit us. Further, we must challenge all assumptions in light of this commitment. Consequently, as an institution we must be person-centered, not merely bureaucratically efficient.
8. All members of the university community, regardless of their personal faith-commitment or value system, are urged to collaborate in the promotion, clarification, and pursuit of the objectives set forth in this statement. With full respect for the complexities of a pluralistic culture, with wholehearted commitment to the ideals of religious and academic freedom, and with renewed dedication to the ecumenical spirit of Vatican II, Loyola university is open to any person who sincerely seeks for truth and value. Dialogue and debate concerning controversial issues, even religious

ones, are not only tolerated but encouraged. Yet, it should be recognized that the university has an identity defined by its mission that relates to every aspect of institutional life. Deliberate derogation from or subversion of these objectives is incompatible with the university's mission, destructive of its identity, and disruptive of the university community well-being. The university community should make every effort to reconcile any member who finds himself or herself in conflict with these objectives.

9. More could be said about Loyola's identity. However, what has been said should suffice to spur reflection and dialogue. Loyola is a community given to the pursuit of excellence in teaching and scholarship, personal and spiritual development, and to the promotion of justice and faith in accordance with its nature as an institution of learning. One of the leading challenges to any university today, and especially to Loyola in view of its Jesuit and Catholic character, is to teach an ethic of selfless service and sharing that decisively breaks with the present obsession with joyless and insatiable consumption. Education at Loyola succeeds only to the extent that it leads our community to examine how faith relates to society's systemic injustice. Moreover, it fails if it does not demonstrate how faith can be coupled with love to move us to action in the pursuit of justice. Jesuit education, then, is the education of persons for others, persons who will seek to act justly, to love tenderly, and to walk reverently in the spirit of Jesus as the man for others.



GRADUATE ADMISSION

ACTING DEAN OF ADMISSIONS AND
ENROLLMENT MANAGEMENT: Deborah C. Stieffel, M.S.

OFFICE: 315 Marquette

Admission to graduate studies at Loyola University represents a selection based on the personal and academic records of the applicants. The appropriate graduate studies committee of the discipline involved examines the applicant's records for evidence of potential for graduate study.

Loyola's graduate program is devised to select students with strong potential for graduate study, intellectual achievement, and personal character, without reference to race, sex, or creed.

APPLICATION DEADLINES

Qualified applicants may enroll at the beginning of the fall, spring, or summer term. August 1 for the fall term, January 5 for the spring term, and May 1 for the summer term are the deadlines for admission as a degree-seeking student. Applicants for the communications program or for any of the education programs need to contact the respective departments for deadline dates. Students may be admitted as non-degree or transient students after these dates. Non-degree and transient students are ineligible for certain types of state and federal aid.

ACADEMIC REQUIREMENTS

An applicant for admission must present as proof of his or her preparation for graduate study the following: transcripts attesting to a bachelor's degree, normally in a field appropriate to the graduate work, at least two letters of recommendation by professionals in the field who can attest to the applicant's professional competence, a resume of work experiences and a statement of educational goals.

Admission to graduate studies allows the student to enroll in all graduate courses not restricted to degree candidates. A prospective student should examine the candidacy requirements for the appropriate degree very closely for requirements that must be met by each student. Please refer to the individual department regarding specific admission requirements.

DEFINITIONS FOR APPLICANTS

Educational Levels

UNDERGRADUATE—Students who have not received a bachelor's degree or who wish to pursue a different bachelor's degree than already earned.

GRADUATE—Students who have received a bachelor's degree and wish to enroll in either graduate or undergraduate course work.

Classifications

DEGREE SEEKING—Degree-seeking students are those students who wish to pursue a degree at Loyola University.

NON-DEGREE SEEKING—Non-degree-seeking students are those students who wish to enroll at Loyola on a continuing basis but not pursue a degree program.

Non-degree-seeking freshmen, transfer and graduate students are required to meet the minimum standards set for degree-seeking students in those categories.

TRANSIENTS—Transient students may be admitted for any one semester. In order to continue their enrollment in the next semester, transient students must apply as non-degree-seeking students and submit those credentials required by the admissions committee.

A student who is a one-semester visiting, non-degree-seeking student at Loyola can be categorized as a Freshman or Transfer Transient I. A Freshman Transient I must submit an unofficial high school transcript or GED scores and unofficial ACT or SAT scores. A Transfer Transient I must submit either a letter of good standing from their present institution (cannot be classified as on probation, suspension or dismissal) or a final grade report from their present institution.

A student who is seeking regular admission to Loyola University as a continuing full-time or part-time degree- or non-degree-seeking student but has not been able to supply all official credentials to the Office of Admissions by the last day of late registration can be categorized as a Freshman or Transfer Transient II. A Freshman Transient II must submit an unofficial high school transcript or GED scores, unofficial ACT or SAT scores, a completed essay, and a counselor or teacher recommendation. A Transfer Transient II can be admitted with unofficial copies of transcripts from all institutions attended. If the Freshman or Transfer Transient II wishes to continue in a subsequent semester, all official credentials must be received by the Office of Admissions by registration deadlines.

Admit Types

GRADUATE FRESHMEN—Students who will have received an undergraduate degree prior to the planned term of enrollment. All degree-seeking graduate freshmen are required to submit the application, non-refundable application fee, two official undergraduate college transcripts from each college attended, two letters of recommendation and the results of national tests if required for the specific graduate program, a resume of work experiences and a statement of educational goals.

GRADUATE TRANSFER STUDENTS—Students who have attended another college or university at the graduate level. Transfer applicants must submit the same credentials as freshmen and, in addition, two official transcripts from each graduate institution previously attended, whether or not credit was earned.

GRADUATE READMITS—Students who have previously enrolled at Loyola at the graduate level (does not include continuing education and non-credit courses). Readmits need only complete the application form if they have not attended another institution since their last enrollment at Loyola or less than two years has elapsed. Readmits who have not been enrolled for two years and who plan to seek a degree are required to resubmit full credentials.

Admission Actions

ADMITTED—The applicant is admitted to the graduate program for the term designated on the application.

CONDITIONALLY ADMITTED—The applicant is admitted, but on probation. The circumstances of the probation are stated in the letter of admission.

DEFERRED DECISION—The decision is deferred until additional information is collected on the applicant. The applicant will be informed of the information needed.

DENIED—The applicant is not admitted to the graduate program. This action is taken after the applicant is considered for all other admission actions.

APPLICATION PROCESS

Decisions regarding admissions are made under a policy of rolling admissions. Notification of admission under this plan will be mailed as soon as possible after receipt

of all necessary credentials. Applications to the Department of Communications will not be reviewed until the application deadline date. If admission is deferred, the applicant will be considered again when the requirements for consideration are met.

POLICIES AND REGULATIONS

Students are enrolled at Loyola in accordance with the policies and regulations defined in the university bulletins, the published schedules and Student Handbook. Readmitted students are subject to the policies in effect at the time of their readmission. The university reserves the right to clarify and change policy in the course of a student's enrollment.

All applicants and Loyola students are required to provide complete, correct and truthful information on all university applications, forms and correspondence. Administrative decisions and actions based on incomplete, incorrect, or false information are subject to immediate review and/or reversal. Applicants or students who provide such information are subject to corrective administrative and disciplinary proceedings including, but not limited to, dismissal from the university.

EXCLUSIONS

Students excluded by a university are ineligible for admission to Loyola depending on the exclusion regulations and recommendations of the excluding university.

EARLY ADMISSION

The programs of music education, music therapy and education will admit, upon receipt of approved application for graduate studies, Loyola undergraduate students who meet all of the academic requirements for admission except a degree on a provisional basis provided they meet the following additional requirements: they must have a B average or better in their upper division major work; they must not lack more than six hours for their bachelor's degree. Such students may schedule a total of six hours of graduate work; their schedule in any one semester may not exceed 12 credit hours. The graduate courses will not count toward the undergraduate degree requirements.

INTERNATIONAL STUDENTS

International students who desire to enter Loyola must comply with the basic admission requirements established. In addition these applicants must satisfy all provisions of the Immigration Act. Students are expected to be proficient in English.

The applicant whose primary language is not English must show a proficiency in English adequate for graduate level study by scoring at least 550 on the Test of English as a Foreign Language (TOEFL). These scores are valid for two years from the date of the test. Graduates of U.S. institutions may substitute the obtained degree in lieu of the TOEFL. For information on the Test of English as a Foreign Language (TOEFL), write directly to: TOEFL/TSE Services, P. O. Box 6151, Princeton, New Jersey 08541-6151. Additional testing options may be requested through the Office of Admissions.

TRANSFER OF ACADEMIC CREDIT

Students who have earned academic credit at another accredited college or university may be allowed to transfer a maximum of six credit hours, with the approval of the departmental graduate studies committee and the dean. Each degree program has certain restrictions concerning acceptance of courses completed at other institutions. Transfer of credits earned more than five years prior to enrollment will ordinarily not be considered.

Transfer students will be informed of the amount of credit which will transfer prior to their enrollment, if possible, but at the latest, prior to the end of the first academic term in which they are enrolled.

DEGREE CANDIDACY

Degree candidacy is an intermediate status in the normal progress for a graduate degree. Each program has published its specific requirements for admission to candidacy in the appropriate section and should be carefully considered by the applicant prior to application for admission to begin graduate work.

Ordinarily students should expect to qualify for admission after they have completed at least 12 credit hours but no more than 15 credit hours of graduate work. Each student is responsible for completing the application for candidacy at the proper time. The appropriate graduate studies committee will examine each application for candidacy both objectively with respect to courses and grades and subjectively with respect to the student's likelihood of being able to complete the degree requirements. When admitted to candidacy, the graduate studies committee will inform the student of the course and examination requirements remaining for the degree.

TERM FOR COMPLETION OF DEGREE REQUIREMENTS

Under all but extreme circumstances all course requirements for a graduate degree must be completed in a seven-year span. Exceptions to this regulation require approval of the appropriate graduate studies committee and the dean.

POLICY ON NONDISCRIMINATION

Loyola University has fully supported and fostered in its educational programs, admissions, employment practices and in the activities it operates the policy of not discriminating on the basis of race, color, creed, national origin, sex, age or disability. This policy is in compliance with all applicable federal regulations and guidelines.

DISABILITY SERVICES

The Office of Disability Services helps students with disabilities meet the academic demands of university life. Academic counseling, assessment, and advocacy services are provided by the Office of Academic Enrichment's professional staff. Academic accommodations are offered to students with documented disabilities, including physical and learning disabilities. Such accommodations may include, but are not limited to, alternative test administration and academic support services including peer tutors, transcribers, note takers, readers, and computers with adaptive programs.

Disability services assists students in developing self-advocacy skills and advocates for the students with faculty and/or administrators when needed. Since it is the policy and practice of Loyola University to make its programs and facilities accessible to students with disabilities in an integrated manner, the professional staff from the Counseling & Career Development Center; Student Health Service; Physical Plant; library; and Residential Life work in conjunction with the Office of Disability Services to provide a comprehensive support service.

The Office of Disability Services is located on the main campus in the Office of Academic Enrichment, Monroe 405. The director of disability services can be reached by phone at (504) 865-2990 or by e-mail at <ssmith@loyno.edu>.



TUITION, FEES, AND FINANCIAL AID

All regular students are assessed tuition and fees on a semester basis.

These fees and the tuition pay for only about 70 percent of the actual cost of operating Loyola for one year. The other 30 percent is made up with funds raised by the Annual Support Program from alumni, friends, faculty, staff, foundations, corporations and revenues from the university endowment.

Applicants for admission to Loyola and students who need assistance in paying for their education are encouraged to apply for financial aid.

TUITION AND FEES

Because of the uncertainty of the economy and budgetary projections, Loyola University reserves the right to change tuition, fees or other charges printed herein. The rates for 1999 – 00 only are listed below.

TUITION

Graduate tuition is assessed according to the graduate program of enrollment.

| | |
|-------------------------------------|----------------------|
| Communications | \$405 per credit hr. |
| Education Counseling | \$405 per credit hr. |
| Other Education | \$259 per credit hr. |
| Math Teaching | \$259 per credit hr. |
| Religious Studies | \$259 per credit hr. |
| Business Administration—MBA | \$473 per credit hr. |
| Music | \$405 per credit hr. |
| City College—Nursing | \$405 per credit hr. |
| Quality Management | \$551 per credit hr. |
| Loyola Institute for Ministry | \$259 per credit hr. |

FEES

FOR BEGINNING STUDENTS

Application fee—graduate (not refundable)\$20

Acceptance deposit—full-time graduate

(applicable to tuition, 50 percent refundable until July 1)

Campus residents (includes housing deposit).\$200

Off campus

.....\$100

FOR ALL STUDENTS

University Center fee

This fee is dedicated to the partial support of the Joseph A. Danna Center including the cost of utilities, furnishings, maintenance and cleaning of the building as well as the programming activities sponsored by the University Programming Board.

Full-time (9 cr. hrs. or more)\$88 per sem.

Part-time (8 cr. hrs. or less)\$45 per sem.

Student Government Association fee

This fee supports the operation of the Student Government Association to include funding the internal operations of the SGA and recognized student organizations.

Full-time\$28 per sem.

Part-time\$12 per sem.

Athletic fee

This fee was levied in response to a student referendum in 1991 and provides the majority of the support of the university's intercollegiate athletic program supplemented only by fund-raising. No funds from tuition revenue are used to support the athletic program. All students are entitled to free admission to all regular season games by presenting their Loyola Express Card at the entrance.

Full-time\$50 per sem.

Part-time\$25 per sem.

Yearbook fee

This fee, supplemented only by paid advertisements, supports the publication of the student magazine, The Wolf. Each student is entitled to a copy of each of the four issues published during the academic year.

Full-time\$10 fall sem.

Part-time\$10 fall sem.

Information Technology fee

This fee provides for unlimited high speed access to the Internet and intranet servers for e-mail, web, news, chat, FTP, TELNET, and on-line library research services. Access to these services is available from anywhere on campus—computer labs, classrooms, common areas, and residence hall rooms.

Full-time\$50 per sem.

Part-time\$25 per sem.

Contingent fees

Late registration.....\$20

Late payment\$100

Transcript\$2¹

Student Health Insurance (cost varies).....\$495 per year

Cap and gown rental (cost varies)\$40 approx.

Students are encouraged to make payments by check or money order made payable to Loyola University. Using their bill remittance stubs, students not wishing to have their social security numbers placed on their payments should contact the Office of the Bursar for available alternative options. Cash transactions are discouraged. A charge of \$10 will be assessed for each check returned from the bank. VISA and MasterCard charges greater than \$50 will be accepted as payment on the tuition account, but NDSL and Perkins loan payments will not be accepted through credit card charges.

RESIDENCE HALLS

Charges for room and board are due on a semester basis. Room rent is billed along with tuition and fees. The housing contracts are for both fall and spring semesters. Board is voluntary and therefore paid separately.

| Room Rates 1999 – 00: | Double Room | Single Room |
|---|-------------|-------------|
| Cabra Hall..... | \$1,749 | \$2,427 |
| Room Guarantee deposit (not refundable but total deposit is applicable to room rent)..... | | \$100 |
| \$50 is refundable if notified by July 1. | | |

¹ If more than one transcript is requested at a given time, the cost for each additional transcript will be only \$1. An unofficial transcript may be faxed at a cost of \$5.

Residence Council fee

This fee applies only to the residents for Biever, Buddig or Cabra Halls and supports the programming efforts and activities of the respective residence councils.

| | |
|------------------------------------|---------------|
| Biever Residence Council fee | \$10 per sem. |
| Buddig Residence Council fee | \$10 per sem. |
| Cabra Residence Council fee | \$10 per sem. |

Rates apply to the academic semester only. The Christmas holiday period and between semesters are not included in the room charges. Information on accommodations may be obtained from the Office of Residential Life.

Meal Plans (Board)

Loyola's meal plans are voluntary for graduate students. Those who want the program may contract on a semester or yearly basis for one of the plans. Loyola students have six board-plan options: They may choose nine (9), seven (7), or five (5) meals per week which include either \$400 or \$600 in Wolf Bucks to use on an a la carte basis. Loyola Dining Services provides nine "all you can eat" meals per week (seven dinners and two weekend brunches). All breakfast, lunch, snacks, and late night meals are offered on an a la carte basis using Wolf Bucks and/or cash. The Gold Level plan provides \$600 in Wolf Bucks and the Maroon Level plan provides \$400 in Wolf Bucks. The following rates are in effect for 1999 – 00.

1999 – 00 Rates

GOLD LEVEL (includes \$600 Wolf Bucks)

| | |
|------------------------|---------|
| 5 Meals per week | \$1,420 |
| 7 Meals per week | \$1,438 |
| 9 Meals per week | \$1,472 |

MAROON LEVEL (includes \$400 Wolf Bucks)

| | |
|------------------------|---------|
| 5 Meals per week | \$1,214 |
| 7 Meals per week | \$1,232 |
| 9 Meals per week | \$1,266 |

Meal plans may be charged to the student account or paid by personal check, VISA, or MasterCard. Checks should be made payable to Loyola University and sent to Box 220, 6363 St. Charles Avenue, New Orleans, LA 70118. For more information on meal plans, please call (504) 865-3428.

Loyola Express Card

A Loyola student identification card, known as the Loyola Express Card, is much more than just an identification card. It is a fast, safe, convenient, and economical way to make purchases all over campus. You simply deposit money into your Express Card account, and then purchases made are deducted from your balance. It has proven to be an excellent method to pre-plan and monitor expenditures.

As long as you have money in your Express Card account, you will be able to make purchases all over campus without carrying cash, checks, or change. Deposits may be made in the Office of the Bursar, The Orleans Room, Loyola Bookstore, Central Reproduction, The Underground, N'awlins Poor Boys, P.J.'s, Smoothie King, Mane Attraction, Pizza Hut, Pine Street Cafe, campus vending machines, and residence hall laundry machines all accept the Loyola Express Card.

BILLING AND PAYMENT POLICY

Incoming students and returning students who have preregistered are mailed a bill for tuition, fees, residence hall charges, and board plans prior to the beginning of the semester. All payments are due 30 days from the billing date unless other arrangements have been made. Accounts not paid by the due date will be placed in a past due status.

Students who are not early registrants, students taking special program courses or continuing education courses, and all international students must pay in full at the time of registration.

A late fee of \$100 will be assessed on accounts in past due status. If a bill is not received or if an adjustment should be made to the bill, the student should contact the Office of Student Finance so that payment can be made by the deadline. Students who have not met their financial obligations or made appropriate arrangements through the Office of Student Finance have not officially completed registration and may be subject to removal from enrollment and will not be allowed to register for subsequent semesters. Students whose checks are returned from the bank as unpaid also are subject to removal from enrollment.

Loyola will withhold statements of honorable dismissal, grade reports, transcripts, the diploma, and all other reports or materials until all indebtedness to the university has been paid or until satisfactory arrangements have been made with the vice president for business and finance. No one will be allowed to enroll for subsequent semesters as long as prior financial indebtedness has not been satisfied. It is also the policy of Loyola to withhold transcripts, registration, and diplomas on any student who has defaulted on a Guaranteed Student Loan, Stafford Loan, Direct Loan, Perkins Loan, NDSL, or other student loan. In the event that the delinquent account is placed with an outside agency for collection, all collection costs, attorney fees and court costs incurred will be passed on to the student.

EMPLOYER TUITION REIMBURSEMENT PROGRAM

For evening business working students with employer reimbursement plans, the university will defer payment on 90% of tuition and regular fees. To become eligible for this deferment, the student must submit to the dean's office a copy of the employer's reimbursement policy and each semester submit verification on company letterhead of the student's eligibility in the plan. By the university's payment due date each semester, a promissory note and information release must be executed in the dean's office, and 10% of tuition and regular fees plus any other charges must be paid in the Office of the Bursar.

Final grade reports will be released to the student and payment in full will be required thirty days after grades are due in the dean's office. Other reports, such as transcripts and diplomas, are withheld until the final payment is received.

MONTHLY PAYMENTS

Although Loyola has no monthly payment plan of its own, students may subscribe to one of two plans offered by outside companies.

Academic Management Services and Tuition Management Systems, Inc. offer families several monthly payment options to help make education expenses more affordable. The interest-free monthly payment option enables families to spread all or part of the annual tuition, fees, residence hall charges, and board plans over equal, monthly payments. There are no interest charges, only a small annual fee. This plan includes life insurance protection covering the unpaid balance at no additional cost. Low-interest monthly payment options, including an unsecured loan and a home equity credit line, are also available. Please contact the Office of Student Finance at (504) 865-3337.

REFUND POLICY

A student who withdraws from a course before the end of the term may be entitled to a refund of a percentage of the tuition charged for that course. The university's general policy on refunds is described below. Federal statute requires an alternate calculation for recipients of federal Title IV financial assistance, and it is described as well.

TUITION—Students who withdraw from the university or from a course may be entitled to a refund of a percentage of their tuition. Students who withdraw must return a completed withdrawal form to the Office of Student Records. Mere cessation of attendance does not constitute withdrawal. The date of receipt of the withdrawal notice by the Office of Student Records will determine the amount of tuition refund. Refunds are a percentage of the tuition payable in the semester in which the student withdraws, not a percentage of the total amount billed. Only tuition is refundable. No refunds are made when a student is suspended or dismissed for academic, disciplinary, or financial reasons. Tuition refunds are made for the normal fall and spring semesters on the following basis:

1. If formal notice is received within one week after the beginning of the semester, a refund of 100 percent of tuition is made.
2. If formal notice is received within two weeks after the beginning of the semester, a refund of 90 percent of tuition is made.
3. If formal notice is received within five weeks after the beginning of the semester, a refund of 50 percent of tuition is made.
4. If formal notice is received within nine weeks after the beginning of the semester, a refund of 25 percent of tuition is made.
5. No refunds are allowed after the ninth week of classes.

Since special sessions, short sessions, and summer sessions vary in length, please refer to the academic calendar for those refund deadlines.

Students forced to withdraw for medical reasons should consult the *Academic Regulations* section of this bulletin for the university's policy on medical withdrawals.

ROOM—Students who withdraw from the university for any reason are not entitled to any refund on the cost of their room.

MEALS—Students who withdraw from the university may receive a refund on the meal plan, prorated to the date of withdrawal. These refunds must be approved by the university food service.

Tuition Refund Insurance

An elective medical withdrawal insurance plan administered by A.W.G. Dewar, Inc. is offered to full-time students. This insurance provides a refund of 100% of tuition in the event the covered student is forced to withdraw due to illness or accident (60% for mental or nervous disorders). The insurance reimburses the insured for the remaining tuition not refunded by the university's refund policy described above.

Enrollment forms and descriptive materials are mailed to the student in mid-summer prior to the start of the academic year. More information may be obtained from the Office of Student Affairs.

Alternate Refund Calculation for first-time Federal Aid Recipients

Federal aid recipients who are enrolled at Loyola for the first time (during the initial term of class attendance) and who withdraw before 60% of the term has expired, may be entitled to a statutory pro rata refund of charges—a refund based on the ratio of the remaining weeks in the term divided by the total weeks in the term.

This Federal Refund Policy applies only to recipients of Title IV financial aid who withdraw from all courses during a term, are suspended, or are dismissed; it does not apply to students who merely reduce enrollment. The Federal Refund Policy applies to all

institutional charges for tuition, fees and campus housing, and requires that the aid recipient be entitled to the larger of the institution's traditional refund or the federal alternate refund calculation. The law also provides that the refunded amount be used to reduce federal and other assistance received before being provided to the student.

Additional information on the calculation of refunds (with examples) and the manner in which refunds will be applied against financial assistance received, may be obtained in the Office of Student Finance or the Office of Scholarships and Financial Aid.

OVERPAYMENTS/EXCESS AID

If a credit exists on a student account due to an overpayment, withdrawal, or excess financial aid, a refund may be issued to the student upon request. If the student paid any portion of the bill by credit card, the refund will be issued to the credit card company for the appropriate amount. If the student paid any portion of the bill by personal check, a refund may be issued after the personal check clears. Please refer to the tuition refund schedule above. If a credit results from a combination of financial aid and a credit card payment, the credit card will be refunded. Any form of financial aid (loans, grants or scholarships) will be the priority form of payment to the tuition account.

FINANCIAL AID

The Office of Scholarships and Financial Aid provides information for and administers all aid programs on campus.

TYPE OF ASSISTANCE

LOANS—Long-term, low-interest loans provide students with an opportunity to borrow a part of the costs of education. The loans must be repaid when you are no longer enrolled "at least half time" at an approved school. Borrowers must be able to demonstrate financial need. Student loans are also available to non-needy students, or for amounts that exceed calculated need. Terms are not as attractive as for traditional student loans, because in-school interest payments are required.

MAKING APPLICATION

To apply for financial aid, complete a need analysis report, the FAFSA, readily available from high school guidance offices and college financial aid offices in your own area.

Your Scholarships and Financial Aid file is not considered to be complete and cannot be evaluated until your FAFSA has been submitted and you have been admitted to the university. You may expect a response from Loyola to your request for financial assistance within six weeks after you mail your FAFSA to the processor, provided that you have been admitted to the university.

You are urged to apply well in advance of the beginning of the enrollment period. Offers which can be made before May 1 are considered timely.

HOW MUCH CAN ONE EXPECT?

How much one receives depends upon what a person's need is. Need is the difference between the cost of education and what you and your family should be able to pay. Loyola bases the student/family contribution upon information provided on the FAFSA.

MAKING SATISFACTORY ACADEMIC PROGRESS

Students receiving scholarships and/or other financial assistance have the responsibility to make normal progress toward graduation and completion of their program of study. Recipients of assistance who habitually withdraw from classes or who

habitually receive grades which show the course work was not completed may be judged as not making progress.

All recipients who are in danger of losing financial aid eligibility for failure to make progress will be personally warned in writing of the conditions to be met in order to maintain progress. Recipients who fail to meet the terms of the warning will lose the right to participate in all financial aid programs until such time as they will have demonstrated, at their own expense, that they are capable of completing their course of study in an orderly manner. Additional information is available on request in the Scholarship and Financial Aid Office, Marquette Hall, Room 110.

Federal regulations now also require that all recipients of federal assistance who have completed four terms of study have a grade point average that will permit them to graduate. Students beyond the four terms whose average is below this level must be denied access to all federal aid programs until the required grade point average has been regained.



ACADEMIC FACILITIES

UNIVERSITY LIBRARIES

The J. Edgar and Louise S. Monroe Library opened in January 1999. The state-of-the-art, 150,000-square-foot library offers seating for 700 students, ranging from seating at carrels and tables and comfortable lounge chairs to seating in 16 group study rooms. The majority of tables and carrels are wired for Internet access. The Monroe Library also provides three microcomputer labs that are open on a 24-hour a day, seven-day a week basis; two multimedia classrooms; a Writing Across the Curriculum lab; and an art gallery. The Monroe Library can house a collection of up to 500,000 volumes and features a handsome reading room for the use of its valuable archival and special collections.

The music library is located in the Communications/Music Complex and houses music books, journals, scores, videos, and sound recordings. The music library provides reading areas and listening and viewing equipment for the use of music materials.

Resources

The university libraries' holdings include more than 320,000 volumes, 2,025 periodical and journal subscriptions, 587,800 microform units, 96,000 state and federal government documents, and 3,900 media titles.

Noteworthy among the special collections are archives of the New Orleans Province of the Society of Jesus, the papers of well-known Jesuits such as the Rev. Louis Twomey, S.J., and the Rev. Joseph Fichter, S.J., and the mayoral papers of Loyola alumnus Moon Landrieu. The library also holds the Walker Percy and his Circle collection and a collection of books with fine bindings donated by the late J. Edgar and Louise S. Monroe.

Services

Librarians are available to consult individually with students and faculty on use of information resources. In addition, the reference department provides special orientation and instruction sessions throughout the year. Library personnel offer Internet instruction in both introductory and advanced sessions and in curriculum-based classes.

The library's online catalog of holdings can be searched using World Wide Web navigators such as Netscape. The catalog also provides links to other electronic information resources, including bibliographic, statistical, and full-text databases, and to the holdings of other libraries and information centers.

Media services provides audiovisual learning materials, playback, and viewing equipment for classroom and individual use. Materials include interactive video, video tapes, films, filmstrips, slides, audio tapes, records and other forms. The microcomputer labs offer a variety of software for student and faculty use.

Extended Resources

Faculty and graduate students enjoy borrowing privileges at most of the area's academic libraries. Occasionally, these privileges can be arranged for undergraduate students. The library's interlibrary loan service and article delivery service provide materials not available at Loyola's libraries.

INFORMATION TECHNOLOGY

Information technology at Loyola University is made up of staff, faculty and students working together to deliver information technology services to the Loyola University community. IT delivers these services through three groups of professionals. Client services, computer services, and network group delivers those IT services you can see—work stations, labs, printers, and local networks. Computer services delivers the behind the scenes content of the campus-wide fiber optic network, the centralized computing platform, and network servers. Telecommunications delivers voice technology, local and long distance phone service, and voice messaging. Programming support delivers computer programming, project management, and Web-mastering services.

Our mission for Loyola's Office of Information Technology is to leverage information technology to add value to the educational experience at Loyola. IT will provide current technology, prompt service, and robust network connections to allow the fast, accurate, and free interchange of educational content, information and ideas throughout the Loyola community and the world.

Network Access

The Loyola network, a high speed, state-of-the-art computer network, provides access to electronic mail, newsgroups, chat rooms, individual and departmental homepages, mailing lists, library resources, course offerings, student records, and financial information as well as a high-speed connection to the Internet and World Wide Web. All faculty and administrative offices, classrooms, residence hall rooms, and common study areas provide outlets for connecting personal computers to the network.

Computer Labs

Three general use computer labs located in the first floor wing of the new J. Edgar and Louise S. Monroe Library are available for students with technical support provided through the Office of Information Technology. Each of these machines is connected to the campus-wide network providing e-mail services and high-speed Internet access. A variety of software is available for use by students including word processing, business graphics, database, spreadsheet, presentation, and webpage development software. The labs in the Monroe Library are open 24 hours a day.

There are a number of departmental computer labs located around the campus for majors within that particular department. For example, special purpose computer labs have been established for Writing Across the Curriculum, English composition, intensive English, math basic skills, music ear training, music technology, business accounting, law school, visual arts, communications, and computer science. A special multimedia teaching computer lab has been established on the fifth floor of Monroe Hall.

Computer Store

A variety of IBM compatible and Macintosh computers are available for purchase at discounted prices through the Loyola Micro Center Store. Software, printers, accessories, and supplies are also available. Factory-trained technicians provide warranty service and general computer repairs. The Micro Center Store is located in the university bookstore in the Danna Center.

Telecommunications Services

The entire Loyola community enjoys state-of-the-art telecommunications services. Telephone extension numbers are provided to all residence hall students. Electronic voice messaging is provided to all faculty, staff, and residence hall students. Individual, direct-dial, long-distance, and credit card long-distance service is also made available at discounted rates to residence hall occupants.

Technical Support and Training

The information technology call center, a hot line for technical support of all kinds, is available 24 hours a day, seven days a week. The desk is staffed with IT technicians and support staff during normal business hours, but urgent and emergency support needs can be addressed around the clock. The call center may be reached at 865-CALL (865-2255).

A regular schedule of short informational seminars and hands-on training sessions is provided free of charge to Loyola students, faculty, and staff. Topics range from setting up and caring for a personal computer to designing personal webpages. A variety of computer-based training on many popular software programs is also available through participating colleges.

THE OFFICE OF ACADEMIC ENRICHMENT

The Office of Academic Enrichment (OAE) provides tutoring across the curriculum and a broad range of other academic support services free of charge to all Loyola students.

Academic Counseling and Assessment

Each student is individually assisted in formulating a personal strategy for achieving academic success. The plan may involve OAE tutoring or referral to other university services.

- Individual assessment of the student’s learning strengths and weaknesses
- One-on-one academic counseling based on the student’s needs

Tutorial Services

OAE provides peer tutoring under the supervision of the professional staff. Before being assigned to a tutor, students meet with an academic counselor to determine the best course of action.

OAE provides course-related tutoring across the curriculum. Subject areas include:

| | |
|-------------------|----------------------|
| Accounting | Music Therapy |
| Biology | Philosophy |
| Chemistry | Physics |
| Classics | Political Science |
| Common Curriculum | Psychology |
| Communications | Religious Studies |
| Computer Science | Sociology |
| History | Statistics (Business |
| Music Literature | and Social Sciences) |
| Music Theory | |

Every effort will be made to provide tutoring in areas not listed.

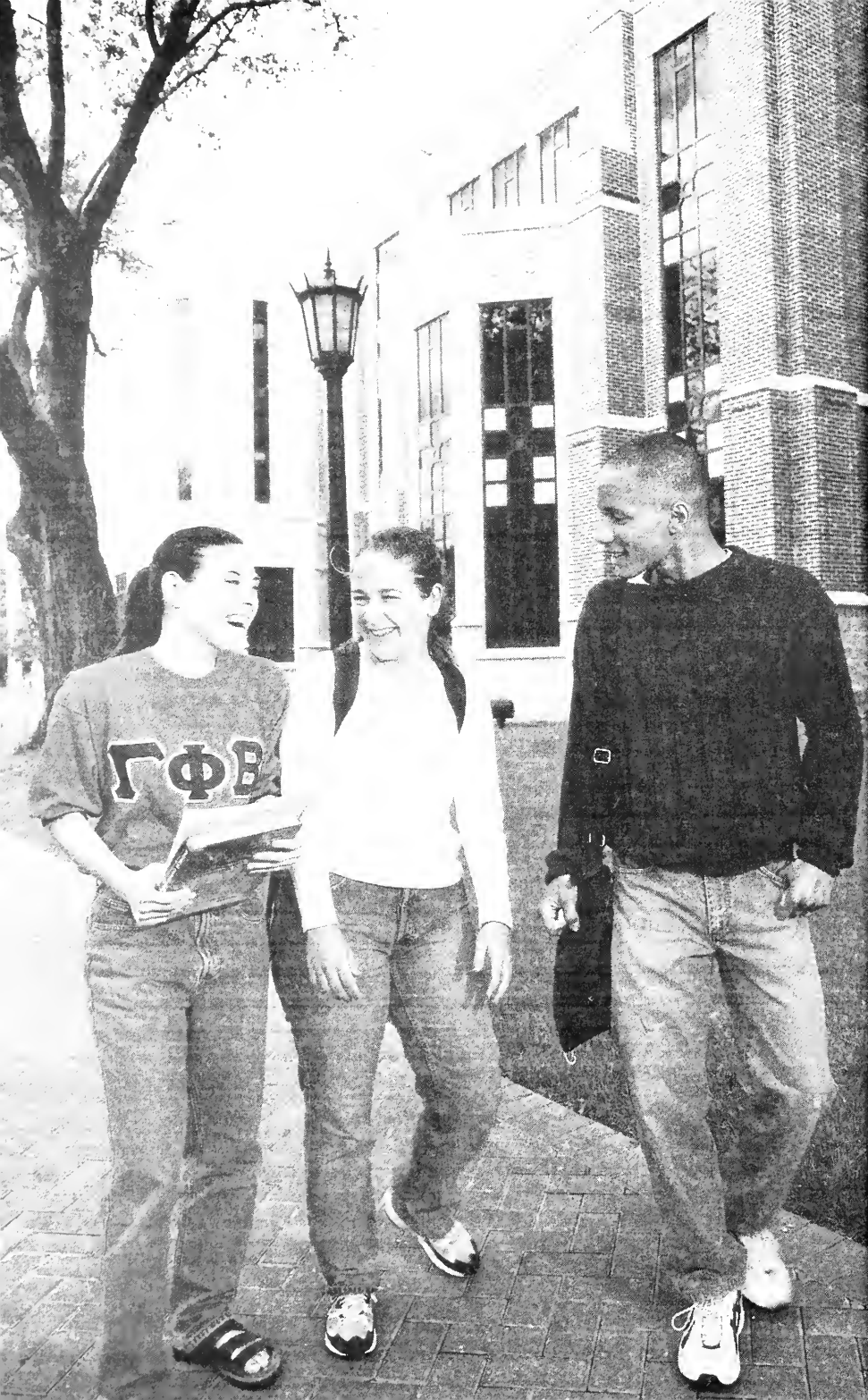
Writing Skills Program

- Individual writing conferences between the student and the OAE writing consultant
- Writing skills include organization of ideas, thesis construction, paragraph development, sentence structure, grammar, research techniques, and documentation.

Disability Services

Disability services was created to help provide equal access to students with disabilities. Our staff assists students in meeting the demands of university life by coordinating campus services for students with disabilities and offering academic support services. These services include but are not limited to the following:

- Verification of a documented disability
- Specialized counseling for students with disabilities
- Advocacy services
- Implementation of accommodations
- Note-taking and transcription services
- Support groups
- Assistance in obtaining other services



ACADEMIC REGULATIONS

KNOWLEDGE OF REGULATIONS

Students are responsible for compliance with the regulations of the university and should familiarize themselves with the provisions of this bulletin distributed by the Office of Admissions, the registration schedules distributed by the Office of Student Records, the *Student Handbook* distributed by the Office of Student Affairs, official publications distributed by individual departments, posted official notices and official instructions given to students.

The university reserves the right to clarify and change its regulations in the course of the student's enrollment. Faculty advisors, deans and associate deans are available to assist students regarding compliance with current regulations. **However, it is ultimately the student's responsibility to comply with the regulations and completion of requirements for his or her chosen program of study.**

Upon enrollment, it is understood that the student agrees to be governed by the university regulations and to abide by decisions made by proper authorities of the university. In addition, departments may have their own manuals regulating their graduate programs.

FACULTY ADVISING

All students are advised by faculty members. Faculty are usually assigned to advise students who have indicated an interest in their particular field of specialization. The names of assigned faculty advisors may be obtained from the office of the dean of one's college or from the department chair in the College of Arts and Sciences.

Faculty advisors are available to students throughout the academic year, but their role is especially important during the orientation and registration periods. Advisors will help students plan their program, explore career alternatives, and aid in any academic problems. Faculty advisors will also ensure that the graduate academic experience is as valuable as possible by assisting students in the sequencing of their course work. **Students should be aware, however, that knowledge of and adherence to regulations of Loyola, both academic and otherwise, are the ultimate responsibility of the student.**

EARLY REGISTRATION

Currently enrolled students are encouraged to early register for the subsequent term. Graduating seniors and transient students are not eligible to participate in early registration. Specific instructions regarding early registration are printed in the *Early Registration Schedule*.

If a student decides not to return to the university in the term for which he or she early registered, the student must officially withdraw before the term begins. (See *Withdrawal from the University*.) Students with financial obligations to the university are subject to having their early registration cancelled according to the promissory note signed with the Office of Student Finance.

Please refer to the *Early Registration Schedule* for the term for additional information.

REGISTRATION

Registration is held at the beginning of the term for new students and for students enrolled in the previous term who did not participate in early registration. Students who registered early may drop or add at registration.

Students approved by their departments as transient students must complete their credentials during the term of their first admission and thus must be readmitted for the next term as non-degree-seeking students or degree-seeking students in order to continue their enrollment. Students with financial obligations to the university may not register until such obligations have been satisfied.

Please refer to the *Registration Schedule* for the term for additional information.

LATE REGISTRATION

Late registration is normally held for two days after the designated registration period. A late registration fee is assessed, and a student may be required to pay tuition in full. Students with financial obligations to the university may not register until such obligations have been satisfied.

Please refer to the *Registration Schedules* for the term for additional information.

DROP/ADD PERIOD

Dropping and adding of courses may take place from the beginning of early registration until the end of the drop/add period, as indicated on the academic calendar. Dropped courses are removed from the student's record.

AUDITING

Students who do not want to earn university credit for a course may elect to audit the course. Such courses are considered part of the student's term course load and are recorded on the transcript. To audit a course, an audit request card signed by the student and his or her advisor must be filed in the Office of Student Records before the last day to add classes. Regular tuition and fees apply for audited courses.

A course previously audited may be taken for credit by enrolling in the course in a subsequent term.

A student may not change his or her status from audit to credit nor from credit to audit without permission from his or her advisor. Such approval must be filed in the Office of Student Records before the last day to add classes as indicated in the academic calendar for the term.

WITHDRAWAL FROM COURSES

After the drop/add period and up to approximately the midpoint of the term, students may receive from the Office of Student Records an administrative withdrawal from a course. Students receive a W in the course and the transaction requires advisor's and instructor's signatures. Course withdrawal is not complete or official until all signatures have been obtained and the form handed into the Office of Student Records by the deadline indicated in the academic calendar.

Students who stopped attending but do not officially withdraw will receive a grade of F.

Please refer to early registration and registration booklets for additional information.

REPETITION OF COURSES

Loyola's policy is to show all grades in repeated courses and the student receives no additional credit hours towards graduation. To determine academic standing all grades and quality points are included.

CLASSIFICATION

Classifications are determined by the Office of Admissions based upon the credentials and application submitted by the student.

DEGREE-SEEKING STUDENTS are officially admitted to a specific program and are classified as follows:

| <u>Classification</u> | <u>Hours Earned</u> |
|-----------------------|---------------------|
| Graduate Freshman | 0 – 9 |
| Graduate Sophomore | 10 – 18 |
| Graduate Senior | 19 or above |

NON-DEGREE-SEEKING STUDENTS are admitted with official credentials but are not enrolled in a particular degree program. Students admitted as non-degree-seeking must enroll in consecutive terms or apply for a leave of absence in order to maintain their status. Failure to follow these procedures will require readmission. Course work taken while a non-degree-seeking student is subject to evaluation in terms of applicability toward a degree. There are limitations on financial aid available to non-degree-seeking students.

CLASSROOM DISCIPLINE

In the realm of classroom conduct, a student does not have the right to engage in conduct which is disruptive to the educational process. Such conduct (e.g., abusive language, threats, disruptive talking and laughing, violent actions, etc.) may cause removal from that class meeting and can result in removal from the course with a grade of W. A second such disruption may result in exclusion for one or two semesters or dismissal from the university.

Appeals Procedure

It is hoped that discipline problems will be resolved either through the mutual agreement of the student and instructor or through the mediation of the department chair or the dean of the college.

In case of an appeal, the dean of the college in which the course is offered will decide whether the matter requires consideration. If he or she thinks it does, he or she shall appoint a committee composed of the dean or a representative, two faculty members and a representative from student affairs. Both the instructor and the student should be apprised of the composition of this committee and the dean should honor any reasonable objection which either might have to the appointed members. After reviewing the evidence, the committee shall render a decision which will be final.

If the dean should refuse to grant a committee hearing, the student has a right to appeal to the provost. The provost may convene a committee composed of the provost or a representative, two faculty members, and a representative from student affairs. Both the instructor and the student should be apprised of the composition of this committee and the provost should honor any reasonable objection which either might have to the appointed members. After reviewing the evidence, the committee shall give a decision which will be final.

INTEGRITY OF SCHOLARSHIP AND GRADES

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The university expects that both faculty and students will follow these principles and in so doing, protect the validity of the university grades. Instructors will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged.

Academic Work

All academic work will be done by the student to whom it is assigned without unauthorized data or help of any kind. A student who supplies another with such data or help is considered deserving of the same sanctions as the recipient. Specifically, cheating,

plagiarism and misrepresentation are prohibited. A student who is found to have cheated on any examination may be given a failing grade in the course. In case of a second violation, the student may be excluded for one or two semesters or dismissed from the university. Plagiarism is defined by Alexander Lindley as “the false assumption of authorship: the wrongful act of taking the product of another person’s mind and presenting it as one’s own.” (Plagiarism and Originality). “Plagiarism may take the form of repeating another’s sentences as your own, adopting a particularly apt phrase as your own, paraphrasing someone else’s argument as your own or even presenting someone else’s line of thinking in the development of a thesis as though it were your own.” (MLA Handbook, 1985).

A student who engages in cheating, plagiarism or misrepresentation on term papers, seminar papers, quizzes, laboratory reports, and such, may receive a sanction of a failing grade in the course. A second offense may be cause for exclusion or dismissal from the university.

Faculty members are required to report immediately to the dean of the student’s college any case of cheating, plagiarism, or misrepresentation which he or she has encountered and later, the manner in which it was resolved.

The dean of the student’s college should apprise the student of the serious consequences of cheating, plagiarism, and misrepresentation as well as of the appeals procedure open to the student in such cases.

Appeals Procedure

If the matter cannot be amicably resolved in consultation with the instructor and chairperson, up to 30 days after the beginning of the subsequent semester, excluding summers, the student has the right to appeal to the dean of the college in which the course was offered a decision of the instructor indicating that the student is guilty of cheating, plagiarism, or misrepresentation. The burden of proof will be upon the student.

The dean will decide whether the matter requires consideration. If he or she thinks it does, he or she shall appoint a committee consisting of the dean or a representative, two faculty members and a student to render a decision. The dean or a representative will serve as the non-voting chairperson of the committee. The student and instructor involved should be informed of the membership of the committee and the dean should honor any reasonable objection either might have regarding the composition of the committee. The decision of this committee is final.

If the dean should refuse a committee hearing to the student, he or she may appeal to the provost. The provost may convene a committee composed of the provost or a representative, two faculty members and one student from the college in which the appellant is enrolled. The student and instructor involved should be informed of the membership of the committee and the provost should honor any reasonable objection either might have regarding the composition of the committee. The decision of this committee is final.

ACADEMIC STANDING

Criteria for academic standing are set by each department. However, the student must maintain a 3.0 or be placed on probation. The student has one semester to bring the grade point average back up to 3.0.

GRADING

Each instructor has the option of using a grading method within each course that best meets the needs of students and the subject. However, all grades are translated by instructors into the following grades:

A Excellent. This grade is assigned 4 quality points per semester hour.

B+ Good. This grade is assigned 3.5 quality points per semester hour.

- B Good. This grade is assigned 3 quality points per semester hour.
- C+ Minimally Passing. This grade is assigned 2.5 quality points per semester hour.
- C Minimally Passing. This grade is assigned 2 quality points per semester hour.
- D+ This grade is assigned 1.5 quality points per semester hour. This grade will not count toward graduation.
- D This grade is assigned 1 quality point per semester hour. This grade will not count toward graduation.
- F Failure or failure to withdraw. No quality points are assigned.
- I Incomplete. This grade is to be assigned only when the instructor has been presented with serious and compelling reasons why the student should be allowed to complete the course at a later date. These reasons are customarily medical. The I grade is not an automatic extension. An I grade which has not been made up by the sixth week of the subsequent term, excluding summer terms, will be changed automatically to F.
- P Pass. Pass/fail grades are available only in courses designated as pass/fail. Grades of P are not counted toward quality point averages.
- W Withdrawal. Indicates that the student withdrew by the 10th week of class in the Office of Student Records. No credit is awarded.
- AU Audit Complete.
- AI Audit Incomplete.
- AP Advanced Placement.
- IP In Progress.

The use of certain other administrative notations on student grade reports are explained in those reports. Averages are computed only on the basis of letter grades A through F.

GRADE POINT AVERAGES

A student's grade point average is based on credit hours, grading method (pass/fail, etc.), grade awarded and quality points. The following definitions apply.

LOYOLA EARNED HOURS are the credit hours earned while taking courses at Loyola.

TOTAL EARNED HOURS are the credit hours earned while taking courses at Loyola as well as the hours awarded for transfer work toward a student's degree.

QUALITY HOURS are the units upon which a student's grade point average is calculated. They differ from earned hours because quality hours do not include the pass grade and do include failed courses.

QUALITY POINTS are calculated by multiplying the quality points associated with a grade (A=4, etc.) by the quality hours. (A 3 credit hour course with a grade of A will result in 12 quality points.

GRADE POINT AVERAGES are calculated by dividing the total quality points by the total quality hours.

CUMULATIVE GRADE POINT AVERAGES include only the course work taken at Loyola.

GRADE REPORTS

A report of the grades made by a student in his or her scheduled courses is sent to the student at the end of each term.

Loyola's grade reports list the courses, grades, Loyola grade point averages (both cumulative and semester) and the total earned hours. Discrepancies must be appealed in

writing to the Office of Student Records within 30 days of the last examination. Grade reports are withheld until all financial indebtedness to the university is satisfied.

CHANGE OF GRADE

An instructor may change a grade previously assigned by processing an official change of grade form in the Office of Student Records. The instructor must request the grade change form, cite the reason for changing the grade, and obtain the approval of the dean under whose jurisdiction the course was offered.

GRADE APPEALS

The student has a right to the grade he or she has earned, the right to know the grading systems of the instructor and the right to know grades as they are given during the term. The grading system should be included in the course syllabus.

If the student feels that he or she is not being graded justly, the student should first consult the instructor. If this consultation proves unsatisfactory, the student should then consult the department chair. If the student still feels that the problem has not been resolved, he or she should consult the dean of the college in which the course is offered to request a committee hearing.

The student has the right to appeal a given grade to the dean up to 30 days after the beginning of the subsequent term, excluding summers. It may happen, however, that a hearing may not be able to be scheduled until after that time. Until the grade is finally determined, the student's academic standing and all related rights and privileges are based on the grade as originally assigned.

The student shall collect and present any evidence (tests, papers, laboratory reports, etc.) to the dean. The dean may appoint a committee composed of the dean or the dean's designated representative, two faculty members, who, if possible, should be familiar with the course, and one student who has taken the course, if possible. The dean or the dean's designated representative, will serve as the non-voting chair of the committee.

The student and instructor are to be apprised of the composition of the committee and the dean should honor any reasonable objection either might have to appointed members. Both the student and the instructor have the right to present their position in person to the committee. The burden of proof will be on the student. The decision of the committee is final, and the grade it decides upon becomes the official grade for the course.

If the dean denies a student a committee hearing, the student may appeal to the provost. The provost may convene a committee composed of himself or herself or a representative, two faculty members (who should, if possible, be familiar with the course), and one student from the college in which the course is offered and who has taken the course. Both the student and the instructor are to be apprised of the composition of the committee and the provost should honor any reasonable objection which either might have to appointed members. Both the student and the instructor have the right to present their positions in person to the committee. The decision of the committee is final and the grade it decides upon becomes the official grade for the course.

Loyola students enrolled in courses at other institutions are subject to the grade appeal policy at that institution.

DISMISSAL

Although dismissal is usually a function of the student's inability to remove himself or herself from academic probation, all decisions regarding dismissal are made on an individual basis, and the university, through duly constituted judicial bodies, or through the deans, has the authority to dismiss a student whose conduct, attitude, or performance is in serious opposition to the aim of the university or to the spiritual, moral, or intellectual welfare of the university community.

PROCEDURES FOR EXCLUSION OR DISMISSAL

The dean of a college or his or her representative may initiate proceedings for exclusion or dismissal when he or she has reasonable cause to believe that a student has violated a university academic policy or has committed an offense which warrants such action. Grounds for exclusion or dismissal include, but are not limited to, the following: cheating, plagiarism, fraud, misrepresentation and conduct which is disruptive to the educational process (e.g., abusive language, threats, disruptive talking, etc.).

The dean or a representative will form a committee to hold an exclusion or dismissal hearing. The purpose of the committee is to recommend to the dean any sanctions that should be taken against the student. In the case of fraud, cheating, plagiarism, misrepresentation or similar offenses the committee will consist of the dean (or a representative), two faculty members, and a student from the college in question. In the case of disruptive conduct or other offenses related to the academic environment, the committee will consist of the dean (or a representative), two faculty members, and a representative from student affairs. In the event a committee had been formed to hear an appeal of a second offense, said committee may be convened to act as the hearing committee on exclusion or dismissal. The dean or a representative of the student's college shall provide the student with a written statement outlining the reasons for the exclusion or dismissal hearing, which is held to consider what action should be taken with regard to the student's future at the university in light of the findings against the student and not to reconsider the student's guilt or innocence in cases of cheating, plagiarism, misrepresentation, disruptive conduct, etc. The statement shall contain sufficient detail to inform adequately the accused of the time, date, place and conduct serving as the basis for the complaint. The student shall also be advised that he or she has a right to appear before the committee and to present information and witnesses in support of his or her position concerning exclusion or dismissal. Alternatively, the student may present such information in writing. The accused student may make his or her presentation with the assistance of a faculty member, staff member, or another student, but legal representation will not be permitted at the hearing.

The hearing on the matter shall be held within a reasonable period of time (normally within 15 days), but at least ten days after the student has received notice of the charges. Until final determination of the matter, the student shall be allowed to continue classes unless, in the opinion of the dean, the violation warrants immediate departure from the university.

Within five days after the hearing, the committee shall make its recommendations to the dean of the student's college. Included in the committee's recommendation shall be a record of the deliberations (a full transcript is not required) and a justification for the committee's decision. A copy of these records shall be immediately forwarded to the provost.

Should the dean of the college decide that the student shall be excluded for one or two semesters or be dismissed from the university, the student may appeal the decision to the provost within ten days following receipt of the dean's decision. After receiving the written appeal from the student, the provost may affirm, modify or reverse the action previously taken by the dean.

The decision of the provost is final.

CAREERS

Students may have an undergraduate, graduate, joint graduate/professional and/or professional career, or continuing education at Loyola University New Orleans. Each career has its own grade point average which will not reflect courses taken that are at a level different from a student's career at that time. Therefore, for students who receive a bachelor's degree and return to take undergraduate courses as a graduate student, their

grade point average at the time of the awarding of the degree will not be affected by this later course work. In addition, the graduate grade point average will not include quality points for undergraduate courses.

RESIDENCY

A minimum of 24 credit hours must be completed while registered at Loyola. Unless special permission is granted by the appropriate graduate chair or dean to pursue work elsewhere, the work of the final year must be completed at Loyola. This requirement applies to students who entered as graduate freshmen and to students transferring from other institutions.

ELIGIBILITY FOR GRADUATION

Students must meet the specific requirements of their degree programs as set forth in this bulletin. The university, through the appropriate graduate department chairs or deans, may authorize changes and exceptions where it finds them desirable and consistent with the continuous and orderly review of its policies.

In the first part of the academic year in which a student expects to graduate, he or she must file an application for graduation with the Office of Student Records. **If the student is unable to graduate in that term, he or she must apply again for graduation in any subsequent term.**

GRADUATION TIME LIMIT

Students are required to complete their degree program within seven years of their first term of enrollment.

GRADUATION

Loyola confers degrees in May, August and December. After grades are received, the university determines graduation grade point averages. Subsequently, the Office of Student Records posts the degrees to transcripts and provides the students with their diplomas. Diplomas and transcripts are not released until the student has discharged all financial and contractual obligations to the university. After a student has graduated, no change may be made in his or her record except to correct a discrepancy (see *Grade Reports*) or as the result of a grade appeal (see *Grade Appeals*).

COMMENCEMENT

Loyola holds a commencement at the end of the fall and spring semesters. Students who are candidates for December are eligible to participate in that fall commencement ceremony. Those who are candidates for May or August graduation are eligible to participate in that spring commencement. The commencement program is not a certification document of the university.

DIPLOMAS

The diploma given to students upon graduation carries the university information, student's name, and degree title. Diplomas will be released only to students who have discharged their financial and legal obligations to the university.

ENROLLMENT AT OTHER UNIVERSITIES

Students must obtain the prior written permission of the appropriate graduate chair, dean, or the department chair in the College of Arts and Sciences, to enroll in courses at other institutions. No transfer credit will be awarded for such work unless the courses are approved by the dean or the student's department chair in the College of Arts and Sciences. Only students in good standing are granted permission to attend another institution. An official copy of the transcript from the other institution must be submitted to Loyola's Office

of Student Records prior to the completion of Loyola's next term or the course will be subject to the provisions of evaluation of transfer course work.

Students in the College of Business Administration must obtain approval from the director of their program.

LEAVE OF ABSENCE/INTENT TO RE-ENROLL

Students enrolled in one term may apply to their dean for a leave of absence for either the next term or academic year and process a leave of absence in the Office of Student Records. Students returning from a leave of absence are subject to the policies of the bulletin under which they were originally admitted.

Students who did not formally apply for a leave of absence are eligible to complete an intent to re-enroll form in the Office of Student Records if the student did not attend another university during the absence period nor have an active probation status at Loyola.

WITHDRAWAL FROM THE UNIVERSITY

To withdraw officially from the university a student must:

1. Obtain a withdrawal form from the Office of Student Records.
2. Obtain signatures of the designated officials on the withdrawal form.
3. Resident students must also obtain clearance from the Office of Residential Life.
4. Students should consult the official university calendar for the tuition refund schedule.

Withdrawal is not complete or official until all signatures have been obtained and turned into the Office of Student Records.

Those students who withdraw officially from the university prior to the last day for dropping courses as recorded in the academic calendar will have the courses removed from their records. Students withdrawing from the university after the drop period but in the withdrawal period will receive Ws.

Students who have not been enrolled for two terms or more must follow the degree requirements in effect at the time of their re-entry.

MEDICAL WITHDRAWAL FROM THE UNIVERSITY

A student will be granted a medical withdrawal from the university within the term the student is incapacitated, providing that detailed written documentation is provided by the student's health care professional to the associate vice president of student affairs, who will make a final recommendation to the vice president for student affairs. Written notification will be provided to appropriate parties by the associate vice president for student affairs.

Any student receiving a medical withdrawal during the term may be required to remain out of class the succeeding term. (This decision will be based on seriousness of illness and time of withdrawal.) Medical withdrawals must be made within the term being requested (during illness). The associate vice president for student affairs will recommend the appropriate refund, if any.

RECORDS RETENTION POLICY

Admissions Documents

The admissions records of enrolled students are retained for ten years. Acceptance letters, applications, correspondence, credit by examination, test scores, transcripts, transfer credit evaluations and admissions decision information are retained on non-enrolled students for a period of one year. The admissions records (transcripts and transfer evaluations) of transfer students admitted since fall 1986 are retained permanently.

Records and Registration Documents

Graduation certification forms are retained for a period of one year. Change of grade forms, final grade rosters, transcripts, catalogs, class schedules and commencement information are retained indefinitely. Students are required to report and appeal all discrepancies regarding all academic records to the Office of Student Records within 30 days from the final class day of the semester in which the discrepancy occurred.

VETERANS AND SOCIAL SECURITY CERTIFICATIONS

Immediately following registration held in the beginning of each term, students who are eligible for benefits through the Veterans and Social Security Administrations can be certified by the Office of Student Records. In accordance with Title 38, United States Code, Veterans Benefits, Loyola University certifies only those students who are admitted to a degree program and who are making satisfactory progress as determined by the probationary and exclusion policies of the university's colleges.

Reimbursement is certified for standard courses only and excludes non-credit courses. All inquiries concerning the certifications should be directed to the director of student services in the university's Office of Student Records.

CREDIT HOUR CERTIFICATION RULES FOR VETERANS

| Classification: | Full Time | 3/4 Time | 1/2 Time | 1/4 Time |
|------------------------|----------------------|---------------------|---------------------|---------------------|
| Undergraduate | 12 | 9 | 6 | 3 |
| Graduate | 6 | - | 3 | - |
| Law | 9 | 6 | 3 | 2 |
| Summer School | 6 | 3 | - | - |

TRANSCRIPTS

Loyola is authorized to distribute only Loyola's own transcripts, not the records of testing services or other universities. Students may have three records at Loyola which comprise the official transcript: undergraduate, graduate, and law continuing education. Upon a student's request, all official transcripts are sent by the Office of Student Records to others. Transcripts marked, "Issued to the Student," are given by the Office of Student Records to students. In accordance with recommendations of the American Association of College Registrars and Admissions Officers, official transcripts issued to students should not be treated as an official academic credential. Transcripts carry notations identifying major, degree program, Loyola term and cumulative statistics, degrees earned at Loyola and other institutions, transfer course work by institution, credit by examination, date of birth and prior academic level. Academic exclusion and academic dismissal are indicated on the transcript for students placed in this status.

The Office of Counseling and Career Services issue copies of Loyola transcripts as part of its placement portfolio. This document should not be treated as an official transcript.

Loyola will withhold transcripts, grade reports, diplomas and statements of honorable dismissal until indebtedness to the university has been discharged.

POLICY ON RELEASE OF INFORMATION

Loyola endeavors to keep the student's educational records confidential and out of the hands of those who would use them for other than legitimate purposes. All members of the faculty, administration and staff respect confidential information about students which they acquire in the course of their work. At the same time, Loyola tries to be flexible

enough in its policies not to hinder the student, the institution or the community in their legitimate pursuits.

Documents submitted by or for the student in support of an application for admission or for transfer credit are not returned to the student, nor sent elsewhere by request. In exceptional cases, however, where another transcript is unobtainable, copies may be prepared and released to prevent hardship to the student. The student should present a signed request. Usually the copy, marked as a certified copy of what is in the student's file, is released.

The complete policy on release of student information follows.

Public Law 93-380 (also known as the Buckley Amendment and as the Privacy Rights of Parents and Students -Section 438 of the General Education Provisions Act) permits only the release of "directory information" about students without the student's written consent. "Directory information" includes:

Student's name, all addresses, telephone number, date and place of birth, college, major, honors, awards, photo, classification, dates of enrollment, degrees conferred and any graduation distinctions and dates of conferral, and the institution attended immediately prior to admission.

The law further provides that any student may, upon written request, restrict the printing of such directory information in the student address directory. The student may so indicate at each registration.

The law requires such written consent of the student for the release to anyone (including parents) of other than "directory information" with the following exceptions: (a) other school officials within the educational institution who have legitimate educational interest; (b) officials of schools to which the student seeks to transfer; (c) the Comptroller General of the United States, the HEW Secretary, the administrative head of an education agency, or state educational authorities; (d) in connection with a student's application for, or receipt of financial aid; (e) state and local officials or authorities to which such information is specifically required to be reported under state statute adopted prior to November 19, 1974; (f) organizations or educational agencies conducting legitimate research, provided no personal identifiable information about the student is made public; (g) accrediting organizations; (h) in connection with an emergency when such information is necessary to protect the health or safety of the student or other persons; and (i) the Veterans Administration.

Loyola University administrators and faculty may have access to information contained in students' records.

Personal information shall only be transferred to a third party, however, on the condition that such party will not permit any other party to have access to the information without the written consent of the student and that the information be utilized only for the specific purpose for which it was released.

Under the law, any student has the right to inspect and challenge his or her own educational file, with the exception of letters of recommendation or other material when the author was guaranteed confidentiality prior to January 1, 1975. Positive identification of the student shall be required prior to such examination and a university official shall remain in the immediate vicinity during the examination period.



JOSEPH A. BUTT, S.J., COLLEGE OF BUSINESS ADMINISTRATION

DEAN: J. Patrick O'Brien, Ph.D.

OFFICE: 301 Miller Hall

ASSOCIATE DEAN: Jerry W. Dauterive, Ph.D.

MBA DIRECTOR: Wing M. Fok, Ph.D.

MQM DIRECTOR: Caroline M. Fisher, Ph.D.

GRADUATE PROGRAM COORDINATOR: Pamela D. Van Epps, Ph.D.

PROFESSORS: Jesse T. Barfield, Rogene A. Buchholz, Joseph Ganitsky, Jerry M. Hood, J. Patrick O'Brien, Michael M. Pearson, Cecily Raiborn, A. Michael Sibley

ASSOCIATE PROFESSORS: James H. Baskett, Ronald C. Christner, Michael A. Dalton, Caroline M. Fisher, Wing M. Fok, Deborah L. Walker, J. Stuart Wood

ASSISTANT PROFESSORS: John W. Barnes, Brenda E. Joyner, Jing Li, Marina H. Onken, Elyssa B. Schultz

MISSION AND PURPOSE

In the Ignatian tradition and consistent with the goals of Loyola University New Orleans, the mission of the Joseph A. Butt, S.J., College of Business Administration is to prepare and graduate individuals with the capability and motivation to become effective and socially responsible business and community leaders who possess a love for, the critical intelligence to pursue, and the eloquence to articulate truth. The college's primary emphasis is the provision of innovative and superior undergraduate management education. In addition, the college is committed to offer selected high quality graduate programs which are consistent with the mission of the university. The faculty of the college is committed to excellence in research and dedicated to service that enhances the quality of our undergraduate and graduate teaching.

The College of Business Administration is committed to provide undergraduate and graduate programs designed to prepare students for leadership roles in the dynamic, global environment of profit and not-for-profit organizations; a value-laden management education in the Ignatian tradition; emphasis on exceeding the expectations of its customers; and continuous improvement.

ACCREDITATION

The college was founded in 1947, and the baccalaureate program was accredited by AACSB-the International Association for Management Education in 1950. The graduate division of the college was established in 1961, accredited by the AACSB in 1974 and reaccredited in 1983 and 1996.

PROGRAMS OF STUDY

The College of Business Administration offers three graduate programs:

- (1) master of business administration (MBA), offered in the evening;
- (2) juris doctor/master of business administration (JD/MBA), offered in conjunction with Loyola's School of Law;
- (3) master of quality management (MQM), requiring only two weeks on campus per year.

ADMISSIONS

Admission to graduate study is granted to students showing high promise of success at the graduate level. Applicants for admission must have a four-year bachelor's degree from an accredited college or university. Admission is competitively based upon undergraduate academic record, relevant work experience, statement of reasons for pursuing the degree, and, for MBA and JD/MBA applicants, performance on the Graduate Management Admissions Test (GMAT). GMAT scores older than five years will not be accepted. Students with graduate course work at another institution will be considered for admission only if they are in good standing at the other institution. Students who leave Loyola and take graduate course work elsewhere will be readmitted only if in good standing at the interim institution.

International applicants must submit a score of 237 or higher on the Test of English as a Foreign Language (TOEFL). Those who graduated from a college or university in which English was the language of instruction are exempt from the TOEFL requirement. International applicants must also provide an affidavit of support showing sufficient funds to finance their course of study and living expenses.

ALL APPLICANTS MUST PROVIDE:

- an application to the program of choice;
- official transcripts showing all college work attempted; undergraduate, graduate, and professional;
- a résumé;
- a statement addressing the questions:
 - (1) How do you think the degree will enhance your professional background?
 - (2) What expectations do you hope to realize by earning the degree?

Note: Failure to provide a complete set of official transcripts constitutes grounds for immediate dismissal from the graduate division of the College of Business Administration.

MBA AND JD/MBA APPLICANTS MUST ALSO PROVIDE:

- an official GMAT score report from the Educational Testing Service (ETS);
- two recommendations.

MQM APPLICANTS MUST ALSO PROVIDE:

- written proof of support/sponsorship by the employer;
- evidence of five years of professional full-time work experience;
- evidence of a strong undergraduate academic record; and
- working knowledge of probability and statistics.

Applicants are in competition with one another initially on the basis of undergraduate grade point average and professional/quality management work experience. The work experience must complement the undergraduate record sufficiently to indicate the applicant's ability to complete successfully work undertaken in the MQM program.

When making application to a graduate program, applicants should send a complete packet with all of the documents requested, except official test scores. GMAT and TOEFL scores must be sent directly from Educational Testing Service. All documents except test scores are to be included in the application packet.

Applications are available from the Office of Graduate Business Programs, Box 15, Loyola University, 6363 St. Charles Avenue, New Orleans, LA 70118; (504) 864-7944, Fax: (504) 864-7970; E-mail: mba@loyno.edu or mqm@loyno.edu.

ACADEMIC STANDING

In order to remain in good standing, a graduate student must maintain a cumulative grade point average of 3.0 or higher in graduate course work taken at Loyola University.

A student whose cumulative GPA falls below 3.0, calculated on all courses taken to fulfill degree requirements, is placed on probation. In the next period of enrollment, the student must earn a term GPA above 3.0 with no grade below B or be dismissed from the program. Students on probation may not enroll in undergraduate courses. A grade below B, in more than seven credit hours in courses taken to meet degree requirements, constitutes grounds for dismissal. No course with a grade below C may be used toward degree requirements. Any grade below C will automatically cause the student to be placed on probation, regardless of the overall GPA.

Conditionally admitted students must earn a GPA of 3.0, as calculated on all courses taken to meet degree requirements, in the semester in which they reach nine hours or be dismissed. It should be noted that an MBA student on probation will not be given permission to take a course at another school, may not take an independent study course or internship, and may not enroll in BA B850, Global Strategy.

AWARDS

Each year in May the College of Business Administration hosts an annual awards ceremony to honor outstanding students. The G. Ralph Smith Award is given each year to the outstanding MBA graduates.

BETA GAMMA SIGMA

Membership to this national honor society is by invitation only to the upper 20 percent of the graduating MBA class.

LOYOLA MBA ASSOCIATION

The MBA Association offers an excellent means for MBA students to interact with other students, faculty, and community leaders. In addition to special gatherings, meetings are scheduled with leaders from the civic and business community of greater New Orleans as invited guest speakers. Membership is open to all MBA students.

LEGENDRE-SOULE CHAIR IN BUSINESS ETHICS

The Legendre-Soule Chair in Business Ethics, held by Dr. Rogene Buchholz, provides for diverse activities, including the development of graduate and undergraduate courses, direction of faculty research projects, and sponsorship of special issues forums and conferences. The chair was made possible through a generous donation from the estate of the Legendre family and supplemental funds from the State of Louisiana.

JURIS DOCTOR/MASTER OF BUSINESS ADMINISTRATION

The JD/MBA program is designed for those students seeking advanced education in business administration in addition to an education in the law. Applicants for the JD/MBA program must apply separately to the School of Law and to the College of Business graduate program and be accepted individually to both.

Normal degree requirements of 90 credit hours (juris doctor) and 33 credit hours in 700- and 800-level course work (master of business administration) are complemented and reduced to 81 credit hours (juris doctor) and 24 credit hours (master of business administration). Each program is reduced by nine credit hours as each program accepts, as part of its requirement, nine credit hours from the other program.

Upon completion of the program, the student will be awarded two separate degrees. The requirements for both must be completed, however, before either degree can be awarded. Students participating in the joint program must maintain a minimum grade

point average of 2.0 (4.00 scale) in the School of Law and 3.00 (4.00 scale) in the College of Business Administration.

Students failing to meet all of the requirements of the program are awarded the juris doctor or master of business administration degree only if they fulfill the requirements for the individual degree as outlined in the law school or graduate bulletins, respectively.

MASTER OF BUSINESS ADMINISTRATION (MBA)

The primary purpose of the master of business administration program is to prepare students for advancement to high-level management positions in both the private and public sectors of the global economy. The MBA program is designed to prepare leaders to manage organizations in the coming century. The program includes examination of administrative principles and quantitative approaches to decision-making common to both business and not-for-profit organizations and provides opportunities for students to develop the specialized knowledge and skills necessary to become effective, socially responsible business and community leaders. This program is designed to attract professional working students.

The MBA program has the following educational objectives:

- to graduate individuals who are able to apply management theory and current business practices;
- to graduate individuals who are able to effectively communicate and work as members of a team;
- to graduate individuals who have well-developed problem-solving and ethical decision-making skills, as well as leadership abilities;
- to graduate individuals who have an understanding of global business issues and their impact on businesses.

CURRICULUM

The master of business administration (MBA) program is flexible. It accommodates students with or without an undergraduate business major and provides opportunity for students to develop their own interests. The curriculum is constantly under review and continuously improved to meet the challenges of the changing business environment. The MBA curriculum has four segments: the basic core, the advanced core, electives, and the capstone course. The requirements for an individual student to complete the program depend on the student's background. Some students may need only the advanced core, electives, and the capstone course, totaling 33 credit hours, while others may also need part or all of the basic core for a possible 56 credit hours.

In keeping with the commitment to the values of Jesuit education, all students must complete a zero-credit-hour course, Community Service, BA B795, requirement.

The MBA program can be completed in as little as 12 months of full-time study. Students can attend full or part time. All courses are offered in the evening, with an occasional Saturday offering. New students may begin in fall or spring.

BASIC CORE

The basic core is composed of ten 600-level courses covering the basic business disciplines. (Students are also required to show they have completed a course in college algebra, finite math, or calculus with a C or better.)

| | | | Cr. Hrs. |
|----------------------------|------|--|-----------------|
| ACCT | B601 | Financial Accounting | 3 |
| DECS | B601 | Statistics | 2 |
| ECON | B601 | Microeconomics | 2 |
| ECON | B602 | Macroeconomics | 2 |
| FIN | B601 | Financial Management | 2 |
| MGT | B601 | Management and Organizational Behavior | 3 |
| MGT | B605 | Managerial Communications | 3 |
| MGT | B610 | Human Resources Management | 2 |
| MGT | B611 | Operations Management | 2 |
| MKT | B601 | Marketing Management | 2 |
| Total Credit Hours: | | | 23 |

These courses may be waived in one of two ways:

- (1) completion of appropriate course work from an AACSB-accredited business school with a grade of B or higher and graduated within seven years prior to matriculation in the MBA program, or
- (2) successful completion of a waiver exam.

Students who desire to establish credit for a 600-level course must do so within the first semester of enrollment. After that, the course must be taken. The definition of “pass” for a waiver exam is 80 percent.

The advanced core (21 credit hours) is composed of seven courses that build upon the skills learned in the basic core. There are three electives (nine credit hours) that may be used to define a concentration plus a capstone course (three credit hours). The capstone course, Global Strategy, uses business cases to integrate the materials learned in other MBA course work. Global Strategy is to be completed in the last semester of the student’s program. Students must satisfy the following requirements before they are permitted to enroll in the capstone course: (a) a cumulative GPA of 3.0 or higher in all graduate courses (including basic core courses), and (b) a cumulative GPA of 3.0 or higher in all advanced core and elective courses. Students must complete the capstone course with the grade of B or better to be eligible for graduation. This course can only be repeated once.

ADVANCED CORE, ELECTIVE, AND CAPSTONE COURSES

| | | |
|----------------------------|---|-----------|
| BA B795 | Community Service | 0 |
| BA B705 | Business Ethics | 3 |
| BA B710 | Individual and Corporate Entrepreneurship | 3 |
| BA B715 | Management Control and Decision Making | 3 |
| FIN B700 | Advanced Financial Management | 3 |
| MGT B725 | Leadership Dynamics | 3 |
| MGT B730 | Innovation and Technology Management | 3 |
| MKT B735 | New Product Development and Marketing | 3 |
| | Electives (may be used to earn concentration) | 9 |
| BA B850 | Global Strategy (Capstone) | 3 |
| Total Credit Hours: | | 33 |

CONCENTRATION REQUIREMENTS

Cr. Hrs.

Accounting

Choose three from among the following:

| | | | |
|-------|------|--|---|
| ACCT | B800 | Accounting Theory..... | 3 |
| ACCT | B825 | Estate and Gift Taxation..... | 3 |
| ACCT | B830 | Personal Financial Planning for the Professional Planner..... | 3 |
| ACCT | B835 | Global Tools for Management Accounting..... | 3 |
| ACCT | B840 | Corporate Taxation..... | 3 |
| *ACCT | B893 | Special Topics | 3 |
| FIN | B820 | Financial Statement Analysis | 3 |

Finance

| | | | |
|-----|------|------------------------------------|---|
| FIN | B810 | International Finance..... | 3 |
| FIN | B820 | Financial Statement Analysis | 3 |

Choose one from among the following:

| | | | |
|------|------|---|---|
| FIN | B800 | Management of Financial Institutions..... | 3 |
| FIN | B805 | Investments..... | 3 |
| *FIN | B893 | Special Topics | 3 |

*ACCT B893 or FIN B893 must be approved by the appropriate area coordinator and the MBA director.

International Business

Choose three from among the following:

| | | | |
|------|------|---|---|
| BA | B830 | Economic Integration in Europe and the Americas | 3 |
| ECON | B810 | International Economics..... | 3 |
| FIN | B810 | International Finance..... | 3 |
| MGT | B815 | Cross-cultural Management | 3 |
| MGT | B820 | Future of the Americas | 3 |
| MKT | B800 | Global Marketing | 3 |

Quality Management

| | | | |
|----|------|--|---|
| BA | B735 | Introduction to Quality Management | 3 |
|----|------|--|---|

Choose two from among the following:

| | | | |
|----|------|--|---|
| BA | B835 | Advanced Tools for Quality Management..... | 3 |
| BA | B840 | Process and Systems Management..... | 3 |
| BA | B845 | Quality Standards and Assessment | 3 |

INTERNSHIPS

MBA students have the option to earn credit by participating in the internship program. Because some experiences are impossible to gain in the traditional classroom setting, students are encouraged to 1) enhance their résumés with career-related experience, 2) reinforce and/or reevaluate classroom study through a comparison of theory and practice, and 3) pursue the study of specialized business topics in their fields of interest in a professional setting.

The internship program is open to MBA students who have completed all the basic core courses. To qualify for internship credit, a position must provide sufficient duties, new learning opportunities, and new responsibilities to warrant MBA-level status. Evaluation of positions is done on a case-by-case basis. Typically they require a minimum of 150 hours at the job site and regular interaction with an academic supervisor. Students must also

complete an academic component as defined and approved by the academic supervisor. Format of the academic component varies by industry, position, and academic supervisor.

Internships, though encouraged to be taken during a student's last semester before graduation, may take place in the summer or during the fall and spring semesters. The grade is reported as pass or fail and is based on the following criteria: completion of the academic component, meeting any additional requirements set by the academic supervisor, and a confidential performance evaluation by the internship site supervisor.

INDEPENDENT STUDIES

Students may apply for an independent study in the following cases: 1) the student needs a course not offered in the required time frame for graduation or 2) the student desires to study a topic or topics not covered in courses offered by the college. Students need also to seek permission of the MBA director and a faculty member who must complete a detailed course outline. A minimum grade point average of 3.0 is required for enrolling in an independent study.

STUDY ABROAD

The College of Business offers summer programs in Belgium and Mexico and semester-long exchange programs in Belgium and Spain. The summer programs are taught in English by Loyola faculty. Site visits to local companies, meetings with public officials and multinational corporation executives, and field trips are included. For the European exchange programs, students can study in the native language of Spain or Belgium. In Belgium, English-language courses are also offered. The host institution assists with housing, registration, and integration into local society.

Loyola is part of a consortium of Jesuit schools and Peking University which sponsors an MBA program in English in Beijing. Two Loyola students per year are eligible to participate.

Tuition is paid to Loyola; no tuition is paid at the other school. The student will be assisted by the MBA director with selection of courses; prior written permission must be obtained. Exchange courses count toward residency.

TRANSFER WORK

With the exception of courses taken at Jesuit consortium schools, a maximum of six hours of transfer work may be applied to 700- and 800-level courses. Only courses taken at AACSB-accredited schools within seven years prior to matriculation will be considered. After matriculation, students may take up to six hours at another institution to be applied to 600-, 700-, or 800-level course work. Prior written permission must be obtained. Permission will be granted only for schools accredited by the AACSB to students demonstrating compelling need.

A consortium agreement with selected AACSB-accredited Jesuit schools is in effect. Students may transfer up to 50% of course requirements under this agreement. The grade of B or higher is required in any course taken at another school in order to apply to degree requirements.

MASTER OF QUALITY MANAGEMENT (MQM)

The primary purpose of the master of quality management program is to educate business executives in the vital area of quality management, preparing them to become the chief quality officers of their companies or to use quality management principles to manage their functional areas. The MQM provides graduate-level education in designing, implementing, and maintaining quality management programs. This program is designed to attract students nationally and internationally.

The MQM program has the following educational objectives:

- to graduate individuals who have advanced knowledge of the discipline of quality management.
- to graduate individuals who can lead their companies' quality programs.
- to graduate individuals who are able to write strategic quality plans that can be integrated with their companies' strategic business plans.
- to graduate individuals who are able to evaluate an organization against accepted quality standards.
- to graduate individuals who are able to plan and conduct research projects to determine cause-effect relationships for various processes.

The program is offered through a consortium of the Joseph A. Butt, S.J., College of Business Administration of Loyola University New Orleans and STAT-A-MATRIX INSTITUTE (SAM). The program requires 36 credit hours, with courses delivered through an innovative combination of on-campus and off-campus experiences. Each class lasts a total of 24 weeks and consists of three phases: pre-classroom readings and written assignments, intensive one week on-campus classroom instruction, and an in-depth post-classroom applied project. Each course is team-taught by a full-time Loyola business faculty member and a full-time quality management practitioner/consultant from Stat-A-Matrix.

The pre-class assignment phase lasts seven weeks and consists of a series of readings and written assignments. During this phase, the student satisfies prerequisites for classroom work and achieves course objectives that do not require classroom attendance. Successful completion of these assignments enables the student to obtain the maximum benefit from the classroom instruction.

Students meet on the Loyola campus for eight consecutive days twice each year for three years. The classroom instruction phase consists of lectures, discussions, workshops, evening team assignments, and examinations. Attendance in class is full time from Saturday to Saturday, for 55 contact hours. This phase concentrates on achieving course objectives that require personal contact with an instructor or the opportunity to practice new skills in a group setting. Prior to the end of the classroom instruction phase, each student prepares a proposal for an application project in consultation with professors. Projects are a practical application of course material based on the student's current professional work. After the classroom instruction phase, each student contacts the professors monthly to discuss the progress of the project and receive additional guidance. The project phase concludes with submission of a written report 16 weeks after completion of the classroom instruction phase.

Students complete six 6-hour required courses.

| | | Course | Cr. Hrs. |
|------|-----|---|-------------------------------|
| QMGT | 605 | Customer Focus and Satisfaction | 6 |
| QMGT | 615 | Business Process Management..... | 6 |
| QMGT | 625 | Quantitative Analysis for Process Improvement..... | 6 |
| QMGT | 635 | Business and Operational Results: Evaluation and Management..... | 6 |
| QMGT | 645 | Self Assessment for Process and System Improvement | 6 |
| QMGT | 680 | Strategic Quality Management..... | 6 |
| | | | Total Credit Hours: 36 |

BUSINESS ADMINISTRATION

GRADUATE COURSES

ACCOUNTING

ACCT B601 Financial Accounting **3 cr. hrs.**

This course introduces the accounting cycle from recording financial transactions to the preparation and analysis of financial statements. The course emphasizes the uses of the income statement, balance sheet, and statement of cash flows.

ACCT B800 Accounting Theory **3 cr. hrs.**

This course provides an overview of the theoretical issues (rather than numerical detail) of current as well as proposed authoritative accounting pronouncements.

ACCT B825 Estate and Gift Taxation **3 cr. hrs.**

This course is concerned with planning and managing federal estate and gift problems and opportunities. The perspectives of a variety of parties are considered. The parties are: decedents, fiduciaries, estates, trusts, beneficiaries, donors, and donees. Topics include asset valuations, income, deductions, exemptions, credits, transfers, etc.

ACCT B830 Personal Financial Planning for the Professional Planner **3 cr. hrs.**

This course is the study of Personal Financial Planning including goal setting, cash budgeting, planning for insurance needs, retirement planning, tax planning, investment, and estate planning. The course requires an integration of the various types of planning with client goals. The course makes use of forecasts, computer models, and macro economic data. The emphasis is on planning for the professional planner who has a diversified clientele.

Prerequisites: A working knowledge of present value concepts is assumed. This should not be the first MBA course taken, and a background in any of the following will be helpful: Accounting, Tax, Insurance, Investments.

ACCT B835 Global Tools for Management Accounting **3 cr. hrs.**

This course is designed to assist the student in understanding the emerging changes in management accounting tools, both here and abroad. Because accounting is a service function, discussions will focus on the value of service to managers, ethical business behavior, and clear communications in financial reporting.

ACCT B840 Corporate Taxation **3 cr. hrs.**

This course covers concepts and methods of determining corporate federal tax liability. Topics include ordinary income, capital gains and losses, net operating loss, reorganizations, contemporary problems in corporate taxation, and tax research.

ACCT B893 Special Topics in Accounting **3 cr. hrs.**

Current issues and problems will be researched and discussed.

ACCT B897 Accounting Internship **1 – 3 cr. hrs.**

See description in College of Business Administration section.

ACCT B899 Independent Study in Accounting **3 cr. hrs.**

See description in College of Business Administration section.

BUSINESS ADMINISTRATION

BA B705 Business Ethics

3 cr. hrs.

The purpose of this course is to explore the meaning of business ethics and discuss the relevance of ethics to management decision making. Ethical theories and concepts such as justice, rights, equality, and responsibility will be examined at the beginning of the course, then specific ethical problems facing the business organization and its relationship to employees, consumers, and society will be discussed.

BA B710 Individual and Corporate Entrepreneurship

3 cr. hrs.

The purpose of this course is to relate and integrate the student's academic and professional experience through the analysis of an independent/corporate new venture start-up. The course will take a systems approach to problems which are confronted in developing a new business over time. Students will develop skills needed to lead entrepreneurial projects by combining analytical skills with intuition and creative problem solving techniques.

BA B715 Management Control and Decision Making

3 cr. hrs.

This course discusses control and decision making from the information provided by management control and information systems. Course topics include discussion of a comprehensive management information system (MIS) and its supporting systems, integration of the MIS with organizational strategy, and utilization of such systems to generate information to serve managerial needs.

BA B735 Introduction to Quality Management

3 cr. hrs.

This course is intended to assist the graduate student in developing an understanding of an ability to apply some of the tools and techniques of total quality management (TQM) as practiced today by world-class organizations which must compete for customers by offering ever-higher levels of quality in the products and services provided. The course offers an introduction of the major philosophies of quality management/continuous improvement, including those of Deming, Juran, and Crosby. Japanese approaches to quality management are also covered.

Prerequisites: MGT B601, B611; MKT B601.

BA B795 Community Service

0 cr. hrs.

This involves 30 hours of volunteer work (without compensation) that must be completed at one not-for-profit organization located in the greater metropolitan New Orleans community. The organization is chosen by the student and must be approved by the graduate coordinator.

BA B810 Management of Environmental Issues

3 cr. hrs.

This course will deal with environmental issues from a management perspective by focusing on how environmental issues impact the corporation and on policy responses of corporations to these issues. Global issues such as ozone depletion, acid rain, and the greenhouse effect will be covered, as well as the more traditional issues of air and water pollution, pesticide usage, and hazardous waste disposal and cleanup. The importance of these issues to the corporation and society will be stressed.

BA B835 Advanced Tools for Quality Management

3 cr. hrs.

This course teaches advanced tools used in quality management, not covered in other courses, to MBA students. After completing this course, the student will be prepared to apply these advanced tools in any organization that has already begun implementing the principles of quality management. A variety of the newer tools and techniques will be covered, including benchmarking, Hoshin planning, theory of constraints, and design of experiments.

Prerequisite: BA B735 or approval of instructor.

- BA B840 Process and Systems Management 3 cr. hrs.**
 This course discusses business process improvement concepts and introduces tools to study and improve existing process, design new processes, or make radical process changes through reengineering or reinvention. The focus is on continuous improvement of the process through a variety of advanced quality management and planning tools. Through a combination of readings, class discussions, and exercises, students will learn to use these tools to bring about a process for organizational changes.
Prerequisite: BA B735 or approval of instructor.
- BA B845 Quality Standards and Assessment 3 cr. hrs.**
 This course thoroughly covers the major quality standards: Malcolm Baldrige Award, ISO 9000, and ISO 14000. Other standards are discussed as well. Managerial assessment procedures are learned, with special consideration given to confidentiality and ethics.
Prerequisite: BA B735 or approval of instructor.
- BA 850 Global Strategy 3 cr. hrs.**
 This course integrates the student's academic and professional experiences with the purpose of enhancing her/his capacity to formulate and implement successful global strategies. Its basic methods are discussion of cases and a project. The cases focus on the skills, knowledge, and expertise appropriate to a leader's role, functions, and expected contributions to the corporation and society at large. As a result, students will enhance their capacity to (1) creatively identify alternative courses of action, (2) objectively and thoroughly assess these options' pros and cons, and (3) convincingly argue and support their conclusions and recommendations. The project has two components. In the first, team members identify key factors shaping the future structure and competitive behavior of a global industry; and in the second, each student does a strategic audit of a company within this industry, with the purpose of presenting and defending strategic recommendations to the company's board of directors.
- BA B893 Special Topics in Business Administration 3 cr. hrs.**
 Current issues and problems will be researched and discussed in a seminar.
- BA B897 Internship in Business Administration 1 – 3 cr. hrs.**
 See description in College of Business Administration section.
- B B899 Independent Study in Business Administration**
 See description in College of Business Administration section.

DECISION SCIENCE

- DECS B601 Statistics 2 cr. hrs.**
 This course introduces the statistical methods which have found wide application in business. Topics covered include descriptive statistics, probability concepts and distributions, estimation, hypothesis tests, contingency tables, analysis of variance, simple and multiple regression analysis, and decision theory. Business applications and extensive use of microcomputer statistical software, including spread sheets, are an integral part of the course.
- DECS B899 Independent Study in Decision Science 3 cr. hrs.**
 See description in College of Business Administration section.

ECONOMICS

ECON B601 Microeconomics

2 cr. hrs.

The purpose of this course is to develop an understanding of the microeconomic analysis of the coordination of human actions through markets, organizations, and governments. Topics include opportunity costs, demand, supply, prices, transaction costs, taxes, and trade policy.

ECON B602 Macroeconomics

2 cr. hrs.

The purpose of this course is to develop an understanding of the macroeconomic consequences of the systematic discoordination of humans' actions, and the nature and causes of business cycles. Topics include Classical, Keynesian, Monetarist, Real Business Cycle, and Austrian theories and international business cycles.

Prerequisite: ECON B601.

ECON B810 International Economics

3 cr. hrs.

This course considers exchange rate systems; adjustments in international disequilibrium situations; relationships among rates exchange, inflation, interest, and unemployment; and domestic and international economic policies. It also considers various theories of competitive advantages in international trade, the nature and effects of commercial policies, and international economic integration.

Prerequisite: ECON B602.

ECON B815 Pricing Strategies

3 cr. hrs.

Pricing is one of the most important decision areas in business. Pricing is also a very complex and difficult decision. This course will focus on the role of pricing in business and marketing strategy and on how to price effectively. Consideration will be given to analyzing and influencing the environment within which pricing decisions are made and to the roles of organizational objectives, demand, costs, competition, and legal and ethical constraints in determining price.

Prerequisites: ECON B601 and MKT B601.

ECON B893 Special Topics in Economics

3 cr. hrs.

Current issues and problems will be researched and discussed.

ECON B897 Internship in Economics

1 – 3 cr. hrs.

See description in College of Business Administration section.

ECON B899 Independent Study

3 cr. hrs.

See description in College of Business Administration section.

FINANCE

FIN B601 Principles of Financial Analysis and Management

2 cr. hrs.

This course introduces the principles of financial analysis and management of a business. Students learn how to think in terms of the present values of alternatives so that they can choose the proper course of action to follow. The effects of time and uncertainty on business decisions, especially in the selection of assets and the raising of funds for asset purchases, are studied. Students learn how the unencumbered system of financial markets and firms allocates scarce resources to benefit consumers. Analysis of alternative courses of action in terms of a system of cash flows is covered.

Prerequisite: ACCT B601.

- FIN B700 Advanced Financial Management 3 cr. hrs.**
 This course advances the graduate student's knowledge and comprehension of financial management by providing a deeper understanding of the theory, practice, and application of the principles of business finance. The course emphasizes the application of financial theory by giving the student a framework analyzing and recommending alternative solutions to business financial problems. Case analysis will be used.
- FIN B800 Management of Financial Institutions 3 cr. hrs.**
 This course analyzes management policies of financial institutions, including asset, liability, and capital management. Various risks faced by financial institutions will be studied along with detailed analysis of the tools used to measure and manage these risks in the financial services industry.
- FIN B805 Investments 3 cr. hrs.**
 All investments have the dimensions of risk and expected return. Students study the flow of funds in the economy which leads to the term structure of interest rates underlying investment; they learn how to analyze and forecast interest rates and their effects on the values of securities; they compute anticipated and realized rates of return; and they learn portfolio theory, which explains how the risk borne by the investor affects the rate of return he/she requires on a stock. Fundamental analysis of publicly-traded securities is a major portion of the course and students forecast the earnings and dividends of firms and study how these fundamental factors affect the stock price. The functioning of financial markets, and their efficiency, is also explored.
- FIN B810 International Finance 3 cr. hrs.**
 This course examines common financial problems faced by business firms engaged in international trade or investment. A significant portion of the course is devoted to a study of the environment within which international financial decisions are made, with particular emphasis on the market for foreign exchange. Topics include the international economic environment, foreign exchange markets, factors influencing exchange rates, measurement and management of foreign exchange risks, financing international trade, foreign financing alternatives, direct foreign investment, and political risk analysis.
- FIN B820 Financial Statement Analysis 3 cr. hrs.**
 Lenders or investors who can determine the truth regarding the recent financial management of the firm and make more accurate predictions regarding its financial future are more successful. This course teaches techniques of analysis to uncover the events which have been hidden by the financial statements. The course focuses on the financial decisions the firm has made and its financial condition, as revealed by the financial statements, and on forecasting pro-forma financial statements which reflect alternative possible courses of action. Students learn to discover funds flows, construct and interpret financial ratios, understand operating and financial leverage, analyze growth and its effects, predict bankruptcy, and prepare pro-forma statements.
- FIN B893 Special Topics in Finance 3 cr. hrs.**
 Current issues and problems will be researched and discussed.
- FIN B897 Internship in Finance 1 – 3 cr. hrs.**
 See description in College of Business Administration section.
- FIN B899 Independent Study in Finance 3 cr. hrs.**
 See description in College of Business Administration section.

LEGAL STUDIES

LGST B893 Special Topics in Legal Studies

3 cr. hrs.

Selected topics are examined.

LGST B899 Independent Study in Legal Studies

3 cr. hrs.

See description in College of Business Administration section.

MANAGEMENT

MGT B601 Management and Organizational Behavior

3 cr. hrs.

This course assists students in becoming effective organizational members and managers. We explore ways of how to understand individual, impersonal, and group behavior within organizations, as well as the interplay of human, technological, and structural factors.

MGT B605 Managerial Communication

3 cr. hrs.

The purpose of this course is to improve the abilities of managers to communicate effectively throughout their organization. The course will improve the participants' communication skills by requiring them to make effective presentations (individually, in groups, and using the latest software packages), analyze case studies, conduct a communication audit on an existing New Orleans company, and explore contemporary business trends and issues.

MGT B610 Human Resource Management

3 cr. hrs.

Human Resource Management analyzes the management of human resources in organizations. Topics include legal aspects of employment policies, selection, placement, training, compensation, employee appraisal and development, safety and health, benefits and services.

MGT B611 Operations Management

2 cr. hrs.

This course studies the planning, implementing, and monitoring of an operations system for continuous improvement. The course goal is to provide a better understanding of how managers can develop and manage high performance operations. The important issues involved in designing and managing the integrative system that transforms resources into goods and services satisfying customers' needs are addressed. The participants' ability to utilize the organization's technical and human resources effectively and efficiently are developed.

MGT B725 Leadership Dynamics

3 cr. hrs.

This course is a study of the interactions that exist between people, especially in the context of organizations. In particular, it examines two important processes in organizations: leadership and team-building. Topics include the roles of context and followers in the emergence of leaders, exercise of power, ethical issues faced by leaders, influence, diversity, team influences on beliefs and perceptions, the development of teams and team norms, conformity and deviance in teams, team decision making, and designing teams for effective performance and decision making. Other related issues associated with human behavior in organizations, including coaching, conflict resolution, negotiation, and empowerment, will also be studied.

MGT B730 Innovation and Technology Management

3 cr. hrs.

This course is concerned with linking the technological and business worlds through the product development and commercialization process. It is the low cost, high quality, or fast delivery of new products that provides competitive advantage in today's marketplace. To achieve such competitive advantage, an integrative paradigm is needed. It requires incorporating the research and development of science and technology, the management of technology and innovation commercialization, with the management of people affected by technology. This course is designed as an intensive computer usage course.

MGT B815 Cross-cultural Management**3 cr. hrs.**

This course prepares managers to solve strategic business and work-group problems that arise from cross-cultural differences. Such problems can be seen in discord over task assignments, low levels of productivity in internationally mixed teams, difficulties in transferring management or production practices to overseas units, and unrealistic expectations at the personal, work-group, and business-unit levels. We divide the course into thirds that examine (1) the meaning of culture, (2) the culture's impact on management practices, and (3) how to manage cultural differences. There is some reading that is more theoretical but many cases that emphasize the practical side of dealing with international cultural differences.

MGT B820 Future of the Americas**3 cr. hrs.**

This managerial-oriented graduate seminar examines the strategic responses of both Latin American- and U.S.-based companies to the opportunities and challenges emerging from the profound social, political, and economic changes in Latin America, and to the impact on the region's relations with North America. Students gain a better understanding of (1) the leading organizations, institutions, coordinating mechanisms, and processes affecting businesses in the Americas; (2) the key differences in managerial practices and strategies of firms operating in LA and in the U.S.A.; and (3) the limits, validity, and applicability to LA of managerial models developed in the U.S.A.. Students discuss readings and cases, interact with a number of local and foreign guest speakers from the academic and business worlds, and complete individual projects.

MGT B893 Special Topics in Management**3 cr. hrs.**

Current issues and problems will be researched and discussed.

MGT B897 Internship in Management**1 – 3 cr. hrs.**

See description in College of Business Administration section.

MGT B899 Independent Study in Management**3 cr. hrs.**

See description in College of Business Administration section.

MARKETING

MKT B601 Marketing Management**2 cr. hrs.**

This course acquaints the student with the nature and scope of modern marketing management and strategy. It outlines the areas in which decisions are made in developing marketing plans and implementing marketing activities at all levels of production and distribution.

MKT B715 Cases in Marketing Strategy**3 cr. hrs.**

This course acquaints the student with the nature and scope of marketing strategy. It outlines how marketing strategies are formed based on detailed market analysis. Students will learn how to approach marketing problems from different perspectives.

MKT B735 New Product Design and Marketing**3 cr. hrs.**

This course covers the process of designing a new product or service and the processes of marketing that product or service. Important concepts covered are decreasing cycle time; determining opportunities; determining customer needs; translating needs into requirements; estimating sales potential; and setting price, distribution, and promotion strategies. Applied projects will be an important element of this course.

- MKT B800 Global Marketing** **3 cr. hrs.**
 Students completing this course will understand why organizations seek to globally market their products' resources and how global marketing programs are shaped by historical, geographical, infrastructural, cultural, political/legal, economic, and competitive factors. Also, they will be prepared to make decisions with respect to the standardization or adaptation of the strategic elements of the marketing mix, the use of various foreign market entry strategies, and the most appropriate approaches to pursue strategic alliances, among others. These topics are identified and discussed via in-depth case analysis.
- MKT B893 Special Topics in Marketing** **3 cr. hrs.**
 Current issues and problems will be researched and discussed.
- MKT B897 Internship in Marketing** **1 – 3 cr. hrs.**
 See description in College of Business Administration section.
- MKT B899 Independent Study in Marketing** **3 cr. hrs.**
 See description in College of Business Administration section.

QUALITY MANAGEMENT

The following courses are open only to students admitted to the master of quality management program.

- QMG 605 Customer Focus and Satisfaction** **6 cr. hrs.**
 The concepts of quality management are introduced through readings in the theories of Deming, Juran, and others. Major emphasis is given to the concept of customer focus, with coverage of techniques for obtaining customer needs, measuring customer satisfaction, and maximizing the benefits of customer feedback. An analysis of organizational change is begun in this course with coverage of consensus building, conflict resolution, and the "universal translator."
- QMG 615 Business Process Management** **6 cr. hrs.**
 This course covers business process quality improvement concepts and tools to study and improve existing processes, design new processes, or make radical process changes through reengineering or reinvention. A variety of advanced quality management and planning tools are studied. Through a combination of readings, discussions, and exercises, the student learns to use these tools to advance the organizational change process.
- QMG 625 Quantitative Analysis for Process Improvement** **6 cr. hrs.**
 This course covers techniques to study complex operations, situations, and problems. Students learn to use statistical thinking and such techniques as exploratory data analysis to identify opportunities for improvement. Control charts, process capability studies, and design of experiments are covered as techniques to identify underlying causes and improve processes.
- QMG 635 Business and Operational Results:
Evaluation and Management** **6 cr. hrs.**
 This course covers key business performance and evaluation measurements, both financial and non-financial. The student learns to collect, analyze, and interpret data to facilitate desired business and operational results and customer satisfaction. Students learn to develop a balanced score card for their organizations. Participants study the use of measurements to enhance organizational change.

QMGT 645 Self Assessment for Process and System Improvement**6 cr. hrs.**

Self assessment is presented as a tool for managing organizational change. This course covers system, process, product, and performance criteria to measure and improve customer satisfaction and business and operational results. A number of self assessment criteria sets are discussed with emphasis on those required for ISO 9000 and the Malcolm Baldrige National Quality Award.

QMGT 680 Strategic Quality Management**6 cr. hrs.**

This course covers quality management tools and philosophies needed to achieve “world class” quality products and services. The student learns to develop a quality system as a key ingredient in a corporate strategic plan. At the completion of the course, the student will be able to develop a plan that integrates quality, productivity, cost, and consumer awareness with the overall business objectives of the organization.



EDUCATION AND COUNSELING

CHAIR: Kevin Fall, Ph.D.

OFFICE: Mercy 210

PROFESSOR: Jane C. Chauvin, Janet G. Melancon

ASSOCIATE PROFESSORS: Justin E. Levitov

ASSISTANT PROFESSORS: Marcia M. Abide, Margaret M. Dermody, Mary Ann Doyle, Kevin Fall

EXTRAORDINARY FACULTY:

INSTRUCTOR/CERTIFICATION ADVISOR: Florence P. Rivette

The Department of Education offers advanced courses leading to the master of science degree in elementary education, secondary education, counseling and reading. Courses are available for state certification in all these areas as well as counselor licensure.

ADMISSION TO THE GRADUATE PROGRAM

Admission to the degree program requires a bachelor's degree from a regionally accredited college or university. Acceptance is based on a combination of criteria: 1) GPA accumulated during the last 60 hours of undergraduate work; 2) standardized test results (the Miller Analogy Test or Graduate Record Examination); 3) written recommendations; 4) admission interview and 5) writing sample.

DEGREE CANDIDACY

Upon completion of not fewer than 12 nor more than 15 graduate credit hours, which must include the graduate core, the graduate student must apply for degree candidacy. A student must receive a B or better in the three core courses. If a student does not attain an overall GPA of 3.0, he/she will not be admitted to candidacy. Students not admitted to candidacy will be informed of their deficiencies, which must be removed within one semester if eligible. The student must reapply for degree candidacy by the end of the probationary semester.

DEGREE REQUIREMENTS

All candidates are required to complete at least 33 credit hours of graduate work to receive the degree. Programs vary in length from 33 to 48 hours. A course in which the student has earned a grade of D or F cannot be counted toward the completion of graduation requirements, but is used in determining the grade point average.

A degree candidate whose cumulative grade point average falls below 3.0 will automatically be placed on probation and his or her status will be reviewed by the Graduate Committee of the Education Department.

A comprehensive written examination covering the student's major area and graduate core courses must be passed upon completion of course work. The examinations are scheduled in November, April, and July. Within the first four weeks of the semester in which the degree candidate is to graduate, he or she must file an application to take the comprehensive examination. (This is usually the last semester in which he or she is enrolled in courses.) If performance on the comprehensive examination is not satisfactory, the candidate will be required to reschedule an examination no sooner than the time regularly scheduled for the next comprehensive examination. The Graduate Committee of the Education Department may elect to require an oral examination in addition to or in lieu of a second written examination.

COURSE PROGRAM

The student's course of study is planned in collaboration with the major area advisor. A minimum of 18 hours must be completed in one specific area. The areas of concentration include counseling, reading, elementary education and secondary education.

All students must take the following graduate core courses in the beginning of their programs:

EDGR A702 Methods of Educational Research

EDGR A703 Statistics in Education

and

EDGR A705 Philosophy and Education

or

EDGR A706 Philosophy and Counseling (for counseling majors)

Students are not normally allowed to transfer core courses or required courses into their programs of study. Students wishing to obtain graduate transfer credit for any other classes taken at another university must petition the Graduate Committee of the Education Department. A maximum of six hours of transfer credit will be allowed toward the degree.

All courses, including those taken in the Department of Education of Loyola University, must have been completed within **seven years**. Students wanting to take independent study courses must petition the department faculty at least one month before registration. Please consult program advisor for details.

COUNSELING

Justin Levitov, Director

The Department of Education offers a 48-hour master of science degree in counseling. Students pursuing this Master's may select degree plans leading to Louisiana Elementary or Secondary School Counselor Certification and/or licensure as a licensed professional counselor (LPC) in Louisiana. Graduates of the program who qualify for school counselor certification (a teaching certificate is required for this certification) work in public, private, and parochial schools. Graduates obtain the LPC only after successfully completing 3,000 hours of supervised post-master's clinical experience and passing the state licensing examination. These counseling professionals work in a variety of settings, including community mental health centers, hospitals, substance abuse centers, and private practice.

Applicants and students can obtain more detailed information from the *Student Handbook* available in the education department office, Room 210 Mercy. The counseling curriculum which follows contains required and elective courses offered in the counseling program. Certain courses are required for school counselor certification and/or required for licensure as an LPC in Louisiana. Students should consult with their advisor regarding course selection and requirements.

REQUIRED CORE COURSES (9 HRS.)

| | Course | Cr. Hrs. |
|------|--|----------|
| EDGR | 702 Methods of Educational Research..... | 3 |
| EDGR | 703 Statistics in Education..... | 3 |
| EDGR | 706 Philosophy and Counseling..... | 3 |

REQUIRED COUNSELING COURSES (30 HRS.)

| | Course | Cr. Hrs. |
|------|--------------------------------------|----------|
| EDGR | 776 Measurement and Assessment | 3 |
| EDGR | 830 Counseling Theories..... | 3 |
| EDGR | 835 Counseling Practice..... | 3 |
| EDGR | 840 Group Counseling | 3 |
| EDGR | 841 Vocational Counseling | 3 |
| EDGR | 846 Ethics and Counseling..... | 3 |
| EDGR | 855 Diagnosis and Treatment..... | 3 |
| EDGR | 865 Practicum..... | 3 |
| EDGR | 866 Internship I | 3 |
| EDGR | 866 Internship II | 3 |

OTHER COURSES (9 HRS.)

| | Course | Cr. Hrs. |
|------|--|----------|
| EDGR | 711 Education and World of Work | 3 |
| | (required for school counselor certification, elem. or sec.) | |
| EDGR | 722 Advanced Child Psychology | 3 |
| | (required for school counselor certification, elem.) | |
| EDGR | 723 Advanced Adolescent Psychology..... | 3 |
| EDGR | 725 Developmental Psychology | 3 |
| | (required for licensure/child or adol. may be substituted) | |
| EDGR | 842 Multicultural Counseling..... | 3 |
| EDGR | 845 Substance Abuse (recommended for LPC) | 3 |
| EDGR | 850 Introduction to Family Counseling | |
| | (recommended for LPC) | 3 |
| EDGR | 894 Multicultural Counseling..... | 3 |
| EDGR | 894 Experimental Courses | 3 |
| | (with advisor's approval)..... | |

ELEMENTARY EDUCATION

Janet Melancon, Director

The Department of Education offers course work in elementary education leading to the master of science degree. The degree program is particularly apt for elementary school teachers seeking to expand and deepen their professional expertise. Persons who have completed an undergraduate degree and are interested in becoming certified elementary teachers are asked to contact the program advisor or the certification advisor for information concerning additional course requirements.

REQUIRED COURSES

| Course | Cr. Hrs. |
|-----------|--|
| EDGR A722 | Advanced Child Psychology3 |
| EDGR A726 | Advanced Educational Psychology3 |
| EDGR A823 | Graduate Mathematical Methods3 |
| EDGR A773 | Evaluation of Learning3 |
| EDGR A790 | Management of the Special Child3 |
| EDGR A810 | Psychology of Teaching Reading3 |
| EDGR A815 | Theory of Reading Difficulties3 |
| EDGR A871 | Directed Observation1 |
| EDGR A870 | Practicum3 |

or

| | |
|-----------|-------------------|
| EDGR A886 | Internship3 |
|-----------|-------------------|

(For teachers already certified at the elementary level, these 6 units are electives and can be satisfied by a variety of courses.

Please consult your departmental advisor.)

For electives, please consult your advisor.

SECONDARY EDUCATION

Mary Ann Doyle, Director

The Department of Education offers course work leading to the master of science degree in secondary education. This program is particularly apt for junior high and high school teachers seeking to upgrade and deepen their professional expertise. Additionally, the course sequence contains all professional education course work required for secondary state certification. Please consult with the program/certification advisor regarding general education and teaching major requirements.

REQUIRED COURSES

| Course | Cr. Hrs. |
|-----------|--|
| EDGR A723 | Advanced Adolescent Psychology3 |
| EDGR A726 | Advanced Educational Psychology3 |
| EDGR A770 | Instructional Design3 |
| EDGR A772 | Secondary Curriculum3 |
| EDGR A773 | Evaluation of Learning3 |

READING REQUIREMENT

| Course | Cr. Hrs. |
|-------------------|---|
| Select one: | 3 |
| EDGR A810 | Psychology of Teaching Reading3 |
| or | |
| EDGR A811 | Reading in the Content Area3 |
| or | |
| EDGR A822 | Remedial Techniques: Secondary Reading3 |
| EDGR A871 | Directed Observation1 |
| EDGR A870 | Practicum6 |
| or | |
| EDGR A887 | Internship6 |

(For teachers already certified at the secondary level, these 6 units are electives and can be satisfied by a variety of courses. Please consult your departmental advisor.)

READING

Margaret M. Dermody, Director

The Department of Education offers course work leading to the master of science in reading. In addition, the department offers courses enabling students to qualify for Louisiana certification as a reading specialist. Requirements for certification are available in the education office.

The reading program contains 18 hours of required course work plus electives and the core courses required of all graduate students.

REQUIRED COURSES

| | Course | Cr. Hrs. |
|-----------|--|----------|
| EDGR A810 | Psychology of Teaching Reading..... | 3 |
| EDGR A811 | Reading in the Content Areas..... | 3 |
| EDGR A815 | Theory of Reading Difficulties | 3 |
| EDGR A821 | Remedial Techniques Elementary | |
| | or | |
| EDGR A822 | Remedial Techniques Secondary | 3 |
| EDGR A867 | Practicum, Reading Difficulties, Elementary | |
| | or | |
| EDGR A868 | Practicum, Reading Difficulties, Secondary | 3 |

RECOMMENDED ELECTIVES

| | Course | Cr. Hrs. |
|-----------|---------------------------------------|----------|
| EDGR A722 | Advanced Child Psychology | 3 |
| EDGR A723 | Advanced Adolescent Psychology | 3 |
| EDGR A770 | Instructional Design | 3 |
| EDGR A773 | Evaluation of Learning..... | 3 |
| EDGR A790 | Management of the Special Child | 3 |
| | in the Regular Classroom | |

POST BACCALAUREATE CERTIFICATION

Loyola University offers post baccalaureate alternative certification programs in elementary and secondary education. Consult the certification advisor for information.

EDUCATION GRADUATE COURSES

| | | |
|--|---------------------------------|------------|
| EDGR A702 | Methods of Educational Research | 3 cr. hrs. |
| This course offers a study of methods and techniques of educational research with emphasis on applications. | | |
| EDGR A703 | Statistics in Education | 3 cr. hrs. |
| The computation, use, and understanding of frequency distributions, measures of central tendency, measures of variability, normal curve, correlation, and statistical inference as applied to education are examined in this course. | | |

EDGR A705 Philosophy and Education**3 cr. hrs.**

This course is a study of major philosophies and social movements affecting educational thought and practice.

EDGR A706 Philosophy and Counseling**3 cr. hrs.**

This course provides an inquiry into the relationship between major philosophies and the professional practice of counseling.

EDGR A711 Education and the World of Work**3 cr. hrs.**

This course investigates the relationship of education and careers. Emphasis is placed on socialization for the work world, values, career development, leisure, economic change, career change, personal development, and emerging work models.

EDGR A722 Advanced Child Psychology**3 cr. hrs.**

This course is a thorough study of child behavior from birth through the elementary school age with reference to the recognition and development of personality.

EDGR A723 Advanced Adolescent Psychology**3 cr. hrs.**

This course offers an advanced study of the adolescent personality and subculture, with analysis of emotional and intellectual development, basic problems and adjustments.

EDGR A725 Developmental Psychology**3 cr. hrs.**

This course offers an advanced study of human development from childhood to adulthood. Topics include personality theory, childhood and adolescent subcultures, developmental theory, and socialization.

EDGR A726 Advanced Educational Psychology**3 cr. hrs.**

This course studies the nature of learning and learning processes with emphasis on the critical examination and evaluation of selected theories of learning.

EDGR A770 Instructional Design**3 cr. hrs.**

This course looks at examination and applications of systems approaches to planning, implementing, and evaluating instructional procedures.

EDGR A771 Elementary School Curriculum**3 cr. hrs.**

This course examines the K – 8 curriculum with an emphasis on philosophical, historical, psychological, and sociocultural determinants of curriculum.

EDGR A772 Secondary School Curriculum**3 cr. hrs.**

This course examines the 7 – 12 curriculum, with an emphasis on philosophical, historical, psychological, and sociocultural determinants of curriculum.

EDGR A773 Evaluation of Learning**3 cr. hrs.**

The purpose of this course is to introduce the graduate student to the basic assumptions upon which evaluation of learning is predicated. The course covers such topics as history of measurement, reliability validity, test construction, standardized tests, testing systems used in school, and wide use of test results.

EDGR A776 Measurement and Assessment**3 cr. hrs.**

This course is designed to survey the test theories and critical analysis of tests and their application in schools. Content includes validity/reliability, standardized testing, teacher-made tests, norm/criteria referencing, item analysis. This course replaces Analysis of the Individual and Analysis of Elementary School Pupil.

- EDGR A781 Supervision of Student Teachers** 3 cr. hrs.
This course is an analysis of the role of the resident supervising teacher in student teaching and is required for teachers interested in supervising elementary or secondary student teachers.
- EDGR A790 Management of the Special Child in the Regular Classroom** 3 cr. hrs.
This course focuses on the legal requirements and nature of exceptionalities found in regular classrooms, methodologies for skill development, and evaluation techniques essential for working with handicapped students.
- EDGR A810 Psychology of Teaching Reading** 3 cr. hrs.
This is a foundations course designed to explore the skills to be developed in a reading program and the methods for developing efficiency in the context of selected theories of learning.
- EDGR A811 Reading in the Content Areas** 3 cr. hrs.
This course offers supervised clinical experiences working with children having reading and learning difficulties in specific subject areas.
- EDGR A815 Theory of Reading Difficulties** 3 cr. hrs.
This course is designed to give the teacher, administrator, and reading specialist insight concerning problems related to reading and learning difficulties. The course utilizes test data and clinical experiences.
- EDGR A821 Remedial Techniques Elementary Reading** 3 cr. hrs.
Methods of diagnosis and correction of reading problems at the elementary level are covered here. Developmental reading problems, analysis and implementation of curriculum materials, and standardized and teacher-made tests are included in the subject material.
- EDGR A822 Remedial Techniques Secondary Reading** 3 cr. hrs.
Methods of diagnosis and correction of reading problems at the secondary level are covered here. Developmental reading problems, analysis and implementation of curriculum materials, and standardized and teacher-made tests are included in the subject material.
- EDGR A823 Graduate Methods of Mathematics Teaching** 3 cr. hrs.
This course is a study of methodologies geared to enhance the student's teaching of elementary school mathematics. It is designed to facilitate a reflective inquiry and discovery approach to the education process.
- EDGR A830 Counseling Theories** 3 cr. hrs.
This is a study of selected counseling theories, and replaces Principles and Administration of Guidance and Principles of Elementary School Guidance.
- EDGR A835 Counseling Practice** 3 cr. hrs.
This course is a study of counseling principles, practices, and techniques.
- EDGR A840 Group Counseling** 3 cr. hrs.
This course offers an experiential investigation of group process theory as it pertains to counseling practice.
- EDGR A841 Vocational Counseling** 3 cr. hrs.
This course is a study of history, theories, research, and techniques of career counseling.

EDGR A842 Consultation**3 cr. hrs.**

This course is designed to develop consultative competencies with an emphasis on urban, multicultural relationships.

EDGR A845 Substance Abuse Counseling**3 cr. hrs.**

This course is designed to familiarize students with theories and strategies used in the treatment of substance abusers or chemically dependent clients. The course work includes a survey of the various classifications of abused substances along with information concerning the physiological effects. The course also includes methods for evaluating the relative merits of different intervention strategies.

EDGR A850 Introduction to Family Counseling**3 cr. hrs.**

This course explores the family systems theory and presents research on the family as an open system that functions in relation to its broader sociocultural context and that evolves over the life cycle. Various techniques of family counseling are covered as well as the ethical considerations of such a model.

EDGR A855 Diagnosis and Treatment**3 cr. hrs.**

The purpose of this course is to introduce the graduate student to the common diagnostic language used by mental health clinicians and researchers for communicating about the disorders for which they have professional responsibility. The course will introduce the student to the *Diagnostic and Statistical Manual for Mental Disorders*, and will also include practice in the writing of treatment plans to accompany the various diagnostic categories.

EDGR A864 Ethics**3 cr. hrs.**

This course examines ethical standards of practice as outlined by the American Counseling Association. The student is introduced to the process of ethical decision-making and common ethical dilemmas facing mental health practitioners.

EDGR A865 Counseling Practicum**3 cr. hrs.**

This course offers a supervised field experience in counseling and may be repeated for a total of six hours.

EDGR A867 Reading Difficulties Practicum, Elementary**3 cr. hrs.**

This course offers supervised field experience in reading instruction at the elementary level.

EDGR A868 Reading Difficulties Practicum, Secondary**3 cr. hrs.**

This course offers a supervised field experience in reading instruction at the secondary level.

EDGR A870 Practicum General**3 – 9 cr. hrs.**

Supervised field experience.

EDGR A871 Directed Observation**1 cr. hr.**

Students enrolled in this course will be expected to spend 50 hours in the local school systems participating in various approved activities. These activities may include, but are not limited to: observation in the classroom, tutoring individual students, participating in field trips, working with small groups, assisting with required paper work, assisting with research activities, and some mini-teaching. Students are encouraged to work under different teachers and to gain experience in both the public and private/Catholic school sectors.

EDGR A886 Internship: Elementary Education**3 – 6 cr. hrs.****EDGR A887 Internship: Secondary Education****3 – 6 cr. hrs.**

| | | |
|------------------|-------------------------|-----------------------|
| EDGR A895 | Special Project | 1 – 3 cr. hrs. |
| EDGR A896 | Seminar/Workshop | 1 – 3 cr. hrs. |
| EDGR A898 | Research Project | 1 – 3 cr. hrs. |



MASS COMMUNICATIONS

CHAIR: William M. Hammel, Ph.D.

OFFICE: 332 Communications/Music

DIRECTOR OF GRADUATE COMMUNICATIONS: David M. Myers, Ph.D.

PROFESSORS: A.L. Lorenz

ASSOCIATE PROFESSORS: Mary I. Blue, James S. Eiseman, William M. Hammel, Teri Kline Henley, David M. Myers

ASSISTANT PROFESSORS: S.L. Alexander, Nancy M. Dupont, Leslie G. Parr, J. Cathy Rogers

EXTRAORDINARY FACULTY:

INSTRUCTORS: Lisa C. Martin, Liz B. Scott

VISITING PROFESSOR AND CHAIR IN ENVIRONMENTAL
COMMUNICATIONS: Robert A. Thomas

PROGRAM DESCRIPTION

The program leading to the master of arts (M.A.) in mass communications at Loyola is designed to increase the student's knowledge and understanding of the roles and functions of mass communications, the processes and effects of mass communications, the history of the mass media in the United States, and the economic structure of the media. As such, it will appeal to persons working in the communications industry, those who wish to work in that industry, and, particularly, those who wish to prepare themselves for doctoral study in communications. It will be possible for students to complete the large majority of degree requirements through evening study.

The program's most distinctive feature is its emphasis on the study of ethical practices within the mass media. The program requires that all students successfully complete a course in the ethics of the mass media. The graduate core curriculum forces the thematic consideration of ethical problems and issues, and graduate electives may include courses designed to produce ethics information resource materials for public distribution.

PROGRAM SUMMARY

The degree program consists of 30 hours of course work and a six-hour thesis. A final written exam and a final oral exam are required.

There are three types of communications graduate courses: core, elective, and cognate. Students are required to take 15 hours of core courses. Core and elective course are offered within the communications department. Up to nine hours of cognate courses may be taken outside the communications department.

ADMISSION

Students seeking admission to the graduate program in mass communications must have a baccalaureate degree from an accredited college or university. Applicants are required to submit for evaluation:

1. a resume with a personal statement indicating educational goals and reasons for pursuing the M.A. degree,
2. two letters of recommendation indicating academic and professional competencies,
3. transcripts of all previous college work, and
4. a recent (within the past five years) GRE score.

International applicants with degrees from non-English-speaking universities are also required to submit TOEFL scores.

Applicants may be required to complete successfully up to fifteen hours of undergraduate-level courses in communications as prerequisites before being formally admitted to the graduate program. Prerequisites will be determined on an individual basis based on the applicant's academic record and professional communications experience. Members of the graduate faculty of the department will sit as a board to evaluate applications for admissions and to decide what prerequisites, if any, newly admitted students must complete.

Deadlines for submitting all relevant materials for evaluation are July 1 for fall semester admission and November 1 for spring semester admission.

COURSE REQUIREMENTS

Each M.A. candidate must complete a minimum of 21 hours of course work within the Department of Communications. All graduate students must maintain a 3.0 grade point average in the graduate program, with no grade lower than a C.

CORE COURSES

Fifteen hours of core courses are required. Core courses cover broad themes and topics in the field of mass communications. The five required core courses are:

| | | |
|-----------|-----------------------------------|--------|
| CMMN A701 | Mass Communications Theory | 3 hrs. |
| CMMN A702 | Mass Communications Research..... | 3 hrs. |
| CMMN A703 | Mass Communications Ethics | 3 hrs. |
| CMMN A704 | Mass Communications Law..... | 3 hrs. |
| CMMN A705 | Mass Communications History | 3 hrs. |

ELECTIVE COURSES

Graduate elective courses include undergraduate/graduate cross-listings and graduate-only seminars and tutorials dealing with professional and scholarly topics in mass communications. Graduate elective courses may offer the opportunity for students to participate in the publication of informational resources for local and regional communications professionals.

M.A. candidates may satisfy up to 15 hours of degree requirements by enrolling in graduate-only elective courses offered by the Department of Communications. Non-repeatable graduate-only electives include:

| | | |
|-----------|--|--------|
| CMMN A713 | Mass Media and Society | 3 hrs. |
| CMMN A714 | Management of Mass Communications..... | 3 hrs. |

The following graduate-only elective courses may be repeated for credit, with the permission of the graduate adviser:

| | | |
|-----------|---------------------------|-----------------------------|
| CMMN A894 | Experimental Course | 1 – 3 hrs., may be repeated |
| CMMN A896 | Seminar/Workshop | 1 – 3 hrs., may be repeated |
| CMMN A899 | Independent Study | 1 – 3 hrs., may be repeated |

Students in CMMN A896 will normally contribute to the production of print (or other) materials designed to introduce mass media professionals to the study of ethics. These printed materials might include newsletters reviewing important books in the field and/or scholarly compilations of ethics research and comment. Participation in workshops, practica, or other activities promoting discussion and analysis of professional ethics is an important part of the graduate-only elective requirement.

All senior-level undergraduate courses (CMMN A402-A480) within the Department of Communications may be taken—in more rigorous form—for graduate credit, insofar as these undergraduate courses are distinct from graduate course offerings. However, no more than nine hours of undergraduate/graduate cross-listed courses may apply toward the M.A. degree in communications. Graduate students will be expected to do additional work

and will be held to a higher standard of performance than undergraduates in these cross-listed courses.

COGNATE COURSES

Each M.A. candidate may complete up to nine hours of graduate-level course work in a cognate area outside the Department of Communications. Cognate courses are selected in consultation with the graduate adviser and with permission of the offering unit and might be chosen from graduate offerings at Loyola University religious studies, education, law, business or music.

Demonstrated proficiency in a language other than the student's native language gains three hours of credit in the cognate course category. This proficiency will normally be demonstrated through satisfactory performance on the appropriate GRE foreign language exam (or its approved equivalent).

TRANSFER CREDIT

Students may transfer up to six hours of graduate-level courses toward the master's degree at Loyola, with the approval of the department chair. Transfer courses will not normally fulfill core course requirements, but may be credited toward elective or cognate requirements, as determined by the director of graduate studies. Transfer credits earned more than five years prior to enrollment—or more than six years prior to formal admission to M.A. degree candidacy—will ordinarily not be considered.

JOINT DEGREE PROGRAM

The Department of Communications has established a joint degree program with Loyola's School of Law.

Applicants to the MA/JD program must apply separately and be admitted separately to each graduate program. Upon acceptance, M.A. candidates may apply nine hours of course work in the Juris Doctor program toward the completion of the M.A. degree. Nine hours of graduate work in the Department of Communications may likewise be applied toward the completion of the Juris Doctor degree.

M.A. DEGREE CANDIDACY

Degree candidacy is an intermediate status in the normal progress toward a graduate degree. Graduate students may gain full and formal admission to the graduate program—and become M.A. candidates—after satisfying any undergraduate deficiencies and successfully completing 12 graduate credit hours (with at least nine hours in the communications core curriculum). Students must undergo evaluation for degree candidacy at the completion of 18 graduate credit hours (with at least nine hours in the communications core curriculum). At this point, the graduate program committee of the Department of Communications will evaluate the student's courses and grades to determine whether to grant the student M.A. degree candidacy. Graduate students without a 3.0 grade point average will not be granted M.A. candidacy. Only M.A. degree candidates are assigned thesis advisors, and only M.A. degree candidates are eligible to register for thesis hours.

M.A. degree candidates must complete the degree no later than six years after their formal admission as candidates.

FINAL WRITTEN EXAMINATIONS AND ORAL EXAMINATIONS

At the completion of all course work, all M.A. candidates are required to pass a written examination demonstrating knowledge of the required graduate core curriculum topics. This exam will be based on a reading list composed of both required and supplemental texts for the core curriculum courses.

At the completion of the thesis, all M.A. candidates are required to pass an oral examination based on the content of the thesis.

THESIS

An M.A. candidate may register for three hours of thesis—CMMN A898/Research Project—during the semester after the completion of 12 hours in the degree program, with at least nine of these hours in the graduate core curriculum. Students are not allowed to register for thesis hours without being formally admitted as M.A. candidates.

General requirements and deadlines for the thesis are determined by the Department of Communications. These requirements include the selection of a three-member graduate committee to direct, review and evaluate the candidate's thesis. Specific requirements for the thesis are determined in consultation with the candidate's graduate adviser and the candidate's graduate committee.

MASS COMMUNICATIONS GRADUATE COURSES

CMMN A701 Mass Communications Theory **3 cr. hrs.**

This course is a survey of theories and perspectives guiding the study of mass communications in the 20th century. Topics include the development of scientific theory and the theoretical basis for the differences between administrative and critical communications research.

Prerequisites: Admission to graduate study; an undergraduate course in communications theory.

CMMN A702 Mass Communications Research **3 cr. hrs.**

This course is an introduction to the basic methods and materials required by a variety of mass communications research techniques at the graduate and professional level.

Prerequisites: Admission to graduate study; an undergraduate course in research methods.

CMMN A703 Mass Communications Ethics **3 cr. hrs.**

This course focuses on moral character, social values, and professional practices within the field of mass communications and in the relationship of the media to other societal institutions.

Prerequisites: Admission to graduate study; an undergraduate course in ethics.

CMMN A704 Mass Communications Law **3 cr. hrs.**

This course explores the relationship between the mass media and all levels of government—federal, state, and local—in the United States. It will deal with laws directly affecting mass media as well as expressions of public policy through such agencies as the FTC, FCC, etc. Of necessity, it will pay special attention to the tension between such law and regulation and the First Amendment.

Prerequisites: Admission to graduate study; an undergraduate course, at least part of which deals with the history of regulation in the United States.

CMMN A705 Mass Communications History **3 cr. hrs.**

This course studies the history of important events, technologies, and figures in the development of mass media in the United States.

Prerequisite: Admission to graduate study.

CMMN A713 Mass Media and Society **3 cr. hrs.**

This course will summarize, evaluate, and examine the social aspects of our system of mass communications, how they are related to people's opportunities and activities, to their hopes and attitudes about the world around them, and to their ideas about themselves.

Prerequisites: CMMN A701 or permission of instructor.

CMMN A714 Management of Mass Communications**3 cr. hrs.**

This course will provide a comprehensive background in media-oriented management theory and practice.

Prerequisites: CMMN A701, A702; or permission of instructor.

CMMN A894 Experimental Course**1 – 3 cr. hrs.**

May be repeated.

CMMN A895 Special Project**1 – 6 cr. hrs.**

May be repeated.

CMMN A896 Seminar/Workshop**1 – 3 cr. hrs.**

May be repeated.

CMMN A898 Research Project**1 – 6 cr. hrs.**

May be repeated.

CMMN A899 Independent Study**1 – 3 cr. hrs.**

May be repeated.



MATHEMATICS AND COMPUTER SCIENCE

CHAIR: Kenneth C. Messa, Jr.

OFFICE: 540 Monroe Hall

VICE CHAIR: Bogdan D. Czejdó

PROFESSORS: Bogdan D. Czejdó, Antonio M. Lopez, Jr., A. Duane Randall

ASSOCIATE PROFESSORS: Maria E. Calzada, Michael R. Kelly, Xuefeng Li, Kenneth C. Messa, Jr., Katarzyna Saxton, Stephen M. Scariano, Ralph P. Tucci

ASSISTANT PROFESSORS: Martin Bridgeman, Aihua Li

The graduate program described herein leads to a master of science in teaching (MST) mathematics. It is designed for experienced teachers who will have already had the formal methods and teaching pedagogy courses and who wish to improve their subject matter knowledge or obtain state certification in mathematics. The courses are standards-based and have evolved from the guidance given by the National Council of Teachers of Mathematics through *Curriculum and Evaluation Standards for School Mathematics* (1989), *Professional Standards for Teaching Mathematics* (1991), *Assessment Standards for School Mathematics* (1995), and *Standards 2000: Discussion Draft* (1998). The program has also been influenced by the Mathematical Association of America through *A Call for Change: Recommendations for the Mathematical Preparation of Teachers of Mathematics* (1991) and *Heeding the Call for Change: Suggestions for Curricular Action* (1992).

ADMISSION TO CANDIDACY

Anyone who has a bachelor's degree from an accredited institution of higher education and has taken undergraduate- or graduate-level mathematics courses may qualify for the MST mathematics degree program. An applicant must submit to the chair of the department the following items: 1) documentation of previous mathematics course work, 2) courses currently being taught, 3) a letter of recommendation from an immediate supervisor and/or school principal, and 4) a personal letter requesting admission into the program and stating why entrance is desired. This information will be presented to the department's graduate faculty who will determine the adequacy of prior course work in mathematics and make recommendations to the university as to the applicant's acceptance into the program. The university must accept the applicant as a graduate student. Successful applicants will be assigned a graduate faculty advisor.

GRADUATE REQUIREMENTS

A candidate is eligible for the degree when 30 credit hours of graduate courses in MST mathematics have been taken with at least a 3.0 cumulative grade point average. Of these hours, the last 18 hours of MST mathematics courses must be taken at Loyola University. In addition, no more than six (6) credit hours can be transferred into the program from other accredited institutions of higher education. Required courses in the MST mathematics program are MATH A701, A725, and A731.

MST MATHEMATICS GRADUATE COURSES

MATH A700 Problem Solving Strategies

3 crs.

Build mathematical knowledge by developing a disposition to formulate, represent, abstract, and generalize in situations; applying a wide variety of strategies to solve problems; and adapting strategies to new situations. Topics include drawing diagrams, looking for patterns, subdividing problems, working backwards, finite differences, and more.

MATH A701 Foundations of Mathematics

3 crs.

Recognize reasoning and proof as essential and powerful parts of mathematics by making and investigating conjectures, developing and evaluating arguments and proofs, and selecting and using various types of reasoning and methods of proof. Topics include inductive and deductive reasoning, mathematical logic, axiomatic methods, and more.

MATH A702 Linear Algebra and Matrix Theory

3 crs.

Explore various linear models; recognize and use connections between different systems; and understand how mathematical ideas build on one another to produce a coherent whole. Topics include systems of linear equations and their solutions, matrix development and use in modeling vector spaces, bases, dimensions, linear transformations, and more.

MATH A705 Visual Algebra

3 crs.

Understand various types of patterns and functional relationships; use symbolic forms to represent and analyze mathematical situations and structures; and develop mathematical models from real world data. Graphing calculators and computer technology are used to support topics including recursion, sequences, explicit formulas, functions, and more.

MATH A711 Computational Matrix Theory

3 crs.

Use graphing calculators and computer algebra systems to develop a repertoire of mathematical representations and models that can be used purposefully, flexibly, and appropriately. Topics include matrix algebra, storage and manipulations of matrices, algorithms for solving systems of linear equations and inequalities, and more.

MATH A713 Abstract Algebra Theory

3 crs.

Recognize the usefulness of transformations and structure in analyzing mathematical situations; use the language of mathematics as a precise means of expression; and apply visualization and computer technology to solve problems. Topics include finite groups, isomorphic mappings, rings and modules, modular arithmetic, and more.

Prerequisite: MATH A701 or equivalent.

MATH A718 Discrete Math Concepts

3 crs.

Create and use discrete representations to organize, record, and communicate ideas; interpret physical, social, and mathematical phenomena; and investigate situations that arise in connection with computer simulations. Topics include finite graphs, matrices, sequences, recurrence relations, counting techniques, and more.

MATH A720 Pre-calculus Essentials

3 crs.

Explore periodic real-world phenomena using data obtained from the Internet; use graphing calculators or computer algebra systems to develop models; and understand the connections between the different types of functions. Topics include trigonometric functions, circular functions, polar coordinates, complex numbers, series, and more.

MATH A725 Calculus AB**3 crs.**

Understand in-depth the critical issues and concepts found in the AB portion of the advanced placement calculus exam; explore the conceptual underpinnings; and capitalize on the use of both graphing calculators and computer technology. Topics include functions, continuity, limits, derivatives, integrals, fundamental theorem of calculus, and more.

Prerequisite: MATH A720 or equivalent.

MATH A726 Calculus BC**3 crs.**

Understand in-depth the critical issues and concepts found in the BC portion of the advanced placement calculus exam; explore the conceptual underpinnings; and capitalize on the use of both graphing calculators and computer technology. Topics include techniques of integration, basic differential equations, sequences, series, and more.

Prerequisite: MATH A725 or equivalent.

MATH A727 Multivariate Calculus**3 crs.**

Focus on the higher dimensions of calculus; investigate the extension of key concepts and techniques; and see how calculus is used to calculate properties of curves and surfaces. Topics include differentiation of multiple variable functions, parametric equations, cylindrical and spherical coordinates, multiple integration, vector fields, and more.

Prerequisite: MATH A726 or equivalent.

MATH A728 Differential Equations**3 crs.**

Recognize differential equations and their solutions in geometric ways; use computer technology to formulate numerical solutions; and understand the geometry and behavior of system solutions. Topics include sequences and series, Taylor's Theorem, solving elementary ordinary differential equations, applications, and more.

Prerequisite: MATH A727 or equivalent.

MATH A731 Foundations of Geometry**3 crs.**

Use visualizations and spatial reasoning to analyze the characteristics of geometric objects; select and use different representational systems; and apply a variety of techniques and computer tools to determine measurements and attributes. Topics include Euclidean plane and solid, non-Euclidean hyperbolic and elliptic, and more.

Prerequisite: MATH A701 or equivalent.

MATH A733 Probability and Statistics**3 crs.**

Use the Internet, data collection devices, or other methods to gather data; organize and represent the data; and develop inferences, predictions and arguments based on the data. Topics include notions of chance, discrete and continuous probability distributions, measures of centrality and variability, estimators, hypothesis testing, and more.

MATH A735 Number Theory**3 crs.**

Develop a number sense grounded in ways of representing numbers and relationships among numbers; understand the meaning of operations on numbers and number systems; and develop and apply number theory concepts in real-world situations. Topics include primes; divisibilities; congruences; works of Gauss, Euler, and Fermat, and more.

Prerequisite: MATH A701 or equivalent.

MATH A737 Complex Analysis**3 crs.**

Develop the complex number system and use graphing calculators or computer algebra systems to model real-world phenomena. Topics include geometric representations, analytic functions, singularities, contours and line integrals, power series, residues and poles, conformal mappings, and more.

Prerequisite: MATH A728 or equivalent.

MATH A739 Applied Mathematical Models**3 crs.**

Construct models for various phenomena in science, business, or social sciences; use the Internet, data collection devices, or other methods to gather data; and use graphing calculators or computer algebra systems to validate the model. Topics include numerical solutions, error analysis, Monte Carlo techniques, statistical analysis, and more.

Prerequisite: MATH A725 or equivalent.

MATH A740 Math Assessment Lab**3 crs.**

Recognize multiple sources of mathematical information; develop problem situations that assess mathematical power, and use appropriate assessment methods. Topics include problem solving individually, in small groups, or in whole class discussions; expressing mathematical ideas by speaking, writing, demonstrating, and depicting them visually; and more.

Prerequisites: MATH A725 and A731 or equivalent.

MATH A793 Special Topics**3 crs.**

The graduate faculty may offer current topics of import to the mathematics teaching field when sufficient demand is exhibited.



MUSIC

DEAN AND GRADUATE CHAIR: Edward J. Kvet, Jr., D.M.E.

ASSOCIATE DEAN: Anthony Decuir, Ph.D.

PROFESSORS: L. Dean Angeles, Anthony Decuir, Philip Frohnmayer, Joseph Hebert, Edward Kvet, John Mahoney, John Murphy, David Swanzy

ASSOCIATE PROFESSORS: Darlene Brooks, Tony Dagradi, Sanford Hinderlie, William Horne, Gwen Hotchkiss, H. Jac McCracken, Harry McMurray, Janna Saslaw

ASSISTANT PROFESSORS: Ellen Frohnmayer, Margaret Hulley, James MacKay, Allen Nisbet

DIRECTOR OF OPERA WORKSHOP: David Morelock

EMERITUS: Janet Swanzy

CONRAD N. HILTON EMINENT SCHOLAR AND PROFESSOR IN MUSIC BUSINESS: Scott Fredrickson

The College of Music offers three graduate degrees: the master of music in performance (voice, piano, organ, woodwind, brass, percussion or stringed instruments); the master of music education; and the master of music therapy.

The degree, master of music in performance, is designed for students who wish to become professional performers or who wish to teach applied music at an advanced level.

The master of music education degree is designed primarily for active members of the elementary or secondary teaching professions who wish to enhance their professional and artistic preparation. The intent of the degree is the overall development of academic and leadership capabilities.

The music therapy department offers a program of graduate study designed to provide opportunity to achieve advanced professional, research and musical knowledge. In addition, techniques of scholarly writing and research are emphasized.

ADMISSION

In addition to university requirements for admission, the College of Music requires an appropriate undergraduate music degree with a GPA of 3.0 or higher and a performance audition (live or taped) for matriculation in the college. The required performance level may vary according to the degree program (MM, MME or MMT) specified by the applicant. Those applicants whose undergraduate GPA is below 3.0, or whose undergraduate major was not in music, may be admitted conditionally. This especially applies to students who have considerable work experience in the field of music. Students given conditional admission must achieve a 3.0 GPA in their first nine hours of non-remedial graduate music course work.

All MM and MME students must take placement exams in music history and music theory to ensure an adequate foundation in these disciplines before graduate study is begun. Depending on the results of these tests, students may be required to enroll in three credit hours of remedial music history (MUHL 700) and/or three credit hours of remedial music theory (MUTH 700); these courses will not count toward the degree. Remedial courses should be passed with a B or better or must be repeated. The exams should be taken prior to the first semester of enrollment. Without permission from the dean, students may not enroll in any graduate theory or history course until they have taken the exams and remedied any deficiencies.

Seminar in Research (MUGN 701) is normally taken during the first semester of enrollment. Students are not allowed to register for a graduate music history course unless they are enrolled in or have already completed Seminar in Research.

ADMISSION TO CANDIDACY

Students must petition the College of Music Graduate/Curriculum Committee for admission to candidacy after the following degree program requirements have been met:

Master of Music and Master of Music Education

- a. Completion of 9 credit hours of non-remedial graduate coursework with a minimum grade point average of 3.0.
- b. Completion of remedial courses required as a result of the theory and history entrance examinations.
- c. Completion of Seminar in Research (MUGN A701) with a grade of B or higher.

Master of Music Therapy

- a. Completion of 9 credit hours of non-remedial graduate coursework with a minimum grade point average of 3.0.
- b. Successful completion of a functional music proficiency examination administered by the music therapy faculty.
- c. Completion of Seminar in Research (MUTY A701) with a grade of B or higher.

COMPREHENSIVE EXAMINATIONS

Comprehensive written and oral exams (MM and MME students) will be taken during or after the final semester of course work. The written exam, which is graded pass-fail, will cover the student's major area, music history and theory. The student must pass two areas (three attempts allowed) before proceeding to the oral exam, which must be scheduled at least one week after the written exam.

The oral exam, which lasts from one and a half to two hours, will address any problems identified in the written exams and test the student's ability to synthesize knowledge in the various areas. If at least two members of the committee vote for a pass, the student may proceed with any remaining requirements for graduation. However, if two members deem the student's performance to be inadequate, the student will be informed of the areas of weakness and will be allowed to schedule a re-examination. If the student fails the re-examination, course remediation may be required prior to further re-examination.

Students enrolled in the MMT degree program should consult with the chair of the music therapy department for specific requirements regarding thesis requirements, formation of the thesis committee, and the defense.

GRADUATE COMMITTEE AND GRADUATION

For purposes of administering comprehensive exams (MM and MME students), a graduate committee will be selected for each student and consist of the following members:

- a. The student's applied teacher or the area coordinator.
- b. Instructor of Seminar in Research (MUGN 701).
- c. One member of the faculty, to be requested by the student.
- d. Dean or associate dean (ex officio).

The student should notify the dean or associate dean of his or her preference for the selected faculty member (item c. above) early in the final term of enrollment. After a review of faculty load, the dean or associate dean will assign the committee and notify the student.

A minimum GPA of 3.0 is required for graduation.

RESIDENCE

Graduate degrees offered by the College of Music require a minimum of one semester, or its equivalent in summer terms, as a full-time student. Ordinarily, two summer terms will be interpreted as meeting this minimum requirement. A student may enroll for a maximum of 16 credit hours during the regular terms and a maximum of 12 credit hours during the two terms (10 weeks) of a summer session. A full-time teacher who wishes to take courses during a regular term may enroll for a maximum of six hours per term.

MASTER OF MUSIC

The master of music in performance consists of a minimum of 32 credit hours in advanced and graduate courses.

| MM Curriculum | | Minimums: 32 cr. hrs. |
|-----------------------------|--|-----------------------|
| I. Applied Study | | 11 hrs. |
| MUPR 721-748 | Applied Lessons..... | 8 |
| MUPR 800 | Graduate Recital..... | 3 |
| II. Music Courses | | 15 |
| MUHL | Music History | 6 |
| MUTH | Music Theory | 3 |
| MUGN 701 |Seminar in Research | 3 |
| Music Electives | | 3 |
| III. Electives ³ | including ensemble credits and any university graduate courses | 6 |
| IV. | The candidate must successfully complete written and oral comprehensive exams. | |

MASTER OF MUSIC—CHURCH MUSIC TRACK

In addition to the requirements for the master of music, the following courses serve as substitutes or electives in the master of music—church music track.

| | |
|------------------|------------------|
| I. Applied Study | |
| MUPR M800 | Recital3* |
| | *Service Recital |

For the church music track, the recital will be a service recital. The service recital will take the form of a liturgy or para-liturgy which allows the student to demonstrate an appropriate understanding of the role of music in Christian worship through designing, planning, preparing and performing in the project. The service recital must be designed so that the student performs in a significant capacity at an appropriate level of skill.

¹ According to the results of the entrance test, specific music history period courses may be required. In addition, three credit hours of remedial music history with a B or better may be required prior to enrollment in any graduate music history course.

² Composition will not fulfill this requirement. Depending on the results of the placement test, one remedial course with a B or better may be required prior to enrollment in any graduate theory course.

³ If approved by the student's advisor, six credit hours of non- music, undergraduate level courses may be acceptable, e.g. additional foreign language study for voice majors.

II. Music Courses

| | |
|-----------|--|
| MUHL M811 | Chant, Hymnody and Psalmody3 |
| MUPR M734 | Graduate Music and Liturgy: An Introduction to Church Music...3 |

III. Electives

The following courses may be included:

| | |
|-----------------|------------------------------------|
| MUPR M711 | Advanced Choral Conducting.....3 |
| RELS A800 – 816 | Religious Studies Elective3 |
| MUPR M817 – 819 | Ensembles (may count in I above).2 |

IV. Prior to admission to candidacy (after nine hours of graduate credit), the student must pass functional proficiency exams in singing, organ and conducting.

MASTER OF MUSIC EDUCATION

The candidate for the Master of Music Education degree will select one of the three degree tracks defined below.

Track I—This program is designed for students who are interested in research and are considering doctoral study. The program requires a total of 30 credit hours, six of which are Thesis. An oral examination in defense of the thesis as well as written and oral comprehensive examinations are required.

Track II—This program is designed for students who have strong ability in and who wish to emphasize performance. Requirements are fulfilled by 33 credit hours of coursework, three credit hours of which are for Graduate Recital. The candidate must successfully complete written and oral comprehensive examinations.

Track III—This program affords the candidate the opportunity to fulfill degree requirements by completing 36 credit hours of coursework followed by written and oral examinations.

| MME Curricula: | Track I | Track II | Track III |
|--|------------------------|------------------------|------------------------|
| | Minimums (cr. hrs.) | Minimums (cr. hrs.) | Minimums (cr. hrs.) |
| I. Music Education —required | 9 | 9 | 9 |
| Foundations of Music Education | 3 | | |
| Contemporary Issues in Music Education | 3 | | |
| II. Music Courses (MUTH, MUGN and MUHL offerings)—required | 9 | 9 | 12 |
| Seminar in Research | 3 | | |
| Music History | 3 ¹ | | |
| Music Theory ^{3 2} | | | |

¹ Graduate Council and Clinical Training may be waived, depending on student's background and experience.

² Diagnostic tests in music theory or music history must be taken prior to enrolling in any history or music theory course.

³ If approved by the student's advisor, six credit hours of non-music, undergraduate courses may be acceptable in areas where graduate-level courses are not available.

| | | | |
|--|----------|----------|----------|
| III. Education | 3 | 3 | 3 |
| IV. Electives ³ (to be selected from MUED, MUGN, MUPR, or MUPD offerings) | 3 | 9 | 12 |
| V. Recital | 0 | 3 | 0 |
| VI. Thesis | <u>6</u> | <u>0</u> | <u>0</u> |
| Total Minimums: | 30 | 33 | 36 |

The choice of the appropriate track for individual students will be determined by students in consultation with their advisors. This choice must be made prior to admission to degree candidacy.

MASTER OF MUSIC THERAPY

The music therapy degree program at Loyola University is approved by the American Music Therapy Association (AMTA). Students who have not completed an approved undergraduate program in music therapy will be required to fulfill deficiencies. This coursework will be taken concurrently with graduate studies.

The Master of Music Therapy program consists of a minimum of 31 credit hours chosen from the following:

| I. Required courses: ¹ | | Credit hours |
|--|------------------------------|--------------|
| MUTY M701 | Seminar in Research | 1 |
| MUTY M714 | Graduate Council | 1 |
| MUTY M716 | Music Therapy VI..... | 3 |
| MUTY M816 | Music Therapy VII..... | 3 |
| MUTY M817 | Music Therapy VIII, or | |
| PSYC M305 | Experimental Design | |
| | (Psychology) | 3 |
| MUTY M707 | Psychology of Music II | 2 |
| MUGN M810 | Thesis | 2 – 3 |
| MUTY M818 | Clinical Training | 1 |
| II. Music Electives I: ² | | 9 |
| MUED M704 | Contemporary Issues | |
| | in Music Education | 3 |
| MUJZ M107 | Jazz Piano/Theory | 2 |
| III. Psychology/Special Education Electives II: ³ | | 6 |

Comprehensive written and oral examinations, including defense of the thesis, are requirements for graduation.

MUSIC GRADUATE COURSES

MUSIC EDUCATION

MUED M701 Foundations of Music Education

3 cr. hrs.

This course addresses the historical roots and current philosophical issues in music education, European background and cultural influences, and current learning theories and their applications to the teaching-learning process in music.

MUED M704 Contemporary Issues in Music Education 3 cr. hrs.
 Concentrating on the period from the 1950s to the present, this course will present the changes that have radically reshaped current music education.

MUED M800 Research in Music Education 3 cr. hrs.
 Research techniques appropriate to music education, principles of research design, organization of the research report, and critical examination of research studies in music education are all addressed here, with an emphasis on developing discriminating readers and interpreters of completed research.

MUEDM804 Administration and Supervision in Music Education 3 cr. hrs.

This course explores the role of the music consultant and music supervisor: supervision of student teachers, development of positive relationships with teachers and staff, principles of effective supervision and administrative responsibilities of music supervisors.

MUSIC ENSEMBLES

MUEN M700 – 705 Major Ensemble 1 cr. hr.
 This course offers regular rehearsal in music performance groups and is creditable as needed.

MUGN M701 Seminar in Research 3 cr. hrs.
 This course is required of all graduate music students. Techniques in research and writing necessary to the completion of theses or other formal documents are addressed here.

MUGN M734 Music and Liturgy: An Introduction 3 cr. hrs.
 This is an introductory course to the music of the Church seen against the background of Church history and liturgical theology. The course will use a historical approach to examine the changes in theological thought and liturgical practice over the various histories/stylistic periods as they influenced such things as composition, practice, congregational involvement, organ music, etc.

MUGN M796 Special Topics arr.

MUGN M799 Independent Study arr.
 Creditable as needed.

MUEN M800 – 910 Minor Ensemble 1 cr. hr.
 See MUGN M700 – 705.

MUEN M810 Thesis arr.
 Formal, written, research study of a specific area of music, music education, or music therapy.

MUSIC HISTORY AND LITERATURE

MUHL M700 Graduate Review Music History 3 cr. hrs.
 The Graduate Review of Music History course is designed to prepare the student for graduate study in music history. It will focus mainly on the pre-classic periods and the 20th century. Credit from this course may not count towards a degree.

MUHL M705 Music History—Medieval/Renaissance 3 cr. hrs.
 This course looks at music from antiquity through the Renaissance, its philosophical and theoretical foundations, with an emphasis upon direct exposure to the music itself.

- MUHL M706 Music History—Baroque/Classic** **3 cr. hrs.**
This course looks at the evolution of musical style and form in the Baroque and Classic eras, including composers from Monteverdi through Mozart and Haydn.
- MUHL M708 Music History—Romantic** **3 cr. hrs.**
This course examines the style and philosophy of 19th-century music from Beethoven through Mahler and Strauss.
- MUHL M709 Music History—Contemporary** **3 cr. hrs.**
This course examines the music from impressionists to the present, with primary focus upon masterworks of the 20th century.
- MUHL M804 Solo Vocal Literature** **3 cr. hrs.**
This course offers a survey of solo vocal literature other than opera from the Baroque era to the present.
- MUHL M805 Choral Literature** **3 cr. hrs.**
This course offers an extensive study of choral literature and style from the Middle Ages to the present.
- MUHL M806 Guitar Literature** **3 cr. hrs.**
This course is an extensive study of guitar literature.
- MUHL M807 Opera Literature** **3 cr. hrs.**
This course offers a survey of opera from the 17th century to the present.
- MUHL M808 Keyboard Literature I** **3 cr. hrs.**
This course looks at keyboard music from the Elizabethan Virginal School through the French clavecinists, including the late German Baroque masters such as Bach and Handel. Listening is required.
- MUHL M809 Keyboard Literature II** **3 cr. hrs.**
This course focuses on keyboard music from pre-classical composers to the present day. Listening is required.
- MUHL M810 Orchestral Literature** **3 cr. hrs.**
This course offers a survey of orchestral literature from the Baroque to the present and includes stylistic analysis of selected works.
- MUHL M811 Chant, Hymnody, and Psalmody** **3 cr. hrs.**
This is a survey course of the main forms of church music. Approximately one third of the course will be devoted to Gregorian chant, including the notation, interpretation, conducting, and psalmody. The second third will study hymns of other traditions; in particular, the chorales of the Lutheran church, the theology of the Eucharistic hymns of Wesley, and contributions of the Church of England. The concluding third will focus on modern practice, sources, hymnals, and other materials.

MUSIC PEDAGOGY

- MUPD M700 General Music Pedagogy** **3 cr. hrs.**
This course looks at current issues and developments, teaching-learning systems, materials, media, teaching strategies, and research relevant to general music education at the preschool, elementary, and secondary levels.

- MUPD M705 Keyboard Pedagogy** 3 cr. hrs.
This course offers instruction in teaching materials and literature for the upper intermediate and advanced levels of keyboard students, with a look at varying approaches to pedagogical problems encountered at these levels.
- MUPD M706 Vocal Pedagogy** 3 cr. hrs.
This course offers a survey of various approaches to the teaching of singing, with an emphasis on the physiology and acoustics of the voice.
- MUPD M707 String Pedagogy** 3 cr. hrs.
This course looks at past and present teaching techniques and materials, string instrument maintenance and repair, and tone-modification adjustments.
- MUPD M708 Woodwind Pedagogy** 3 cr. hrs.
This course looks at pedagogy materials, methods, solo and ensemble literature, embouchure, and mechanical and acoustical difficulties peculiar to woodwind instruments.
- MUPD M709 Brass Pedagogy** 3 cr. hrs.
This course focuses on the historical development of the capabilities of brass instruments, embouchure, acoustical, and intonational considerations relating to performance and pedagogy; and instructional materials and literature.
- MUPD M710 Choral Pedagogy** 3 cr. hrs.
This course offers instruction in choral organization, blend, balance, intonation and vocal production, interpretation of literature, program building, and rehearsal psychology.
- MUPD M711 Guitar Pedagogy** 3 cr. hrs.
Techniques of problem diagnosis, technical presentation, methodology and evaluation; supervised teaching of guitar classes, weekly meetings for reports, discussion and performance evaluation.

MUSIC PERFORMANCE

- MUPR M709 Advanced Instrumental Conducting** 3 cr. hrs.
This course looks at conducting techniques, score reading, and analysis in the context of literature, style, and interpretation.
- MUPR M711 Advanced Choral Conducting** 3 cr. hrs.
This course offers a detailed study of advanced conducting problems with an emphasis on score reading and analysis in the context of contemporary literature, style, and interpretation.
- MUPR M721 – 748 Applied Study: Individual** arr.
This is a concentrated study of voice or of string, woodwind, brass, percussion, or keyboard instruments. Students must display a degree of performance proficiency appropriate to graduate-level work. Creditable as needed.
- MUPR M800 Graduate Recital** 3 cr. hrs.
This course is a full, individual program of music of a level appropriate to graduate-level study of applied music.

MUSIC THEORY

MUTH M700 Theory Review Seminar

3 cr. hrs.

This course is a review of music theory from elements through tonal chromaticism and basic musical forms. Credit from this course may not count towards a degree.

MUTH M802 Pedagogy of Theory

3 cr. hrs.

This course is a review of undergraduate theory course content with emphasis upon various presentations of theory, especially fundamentals. The course includes survey and analysis of selected, current music theory texts.

MUTH M808 Style Analysis I

3 cr. hrs.

This course offers a theoretical analysis of selected works in correlation with historical development of compositional practices. The effect of theoretical understanding and historical milieu upon performance is emphasized.

MUTH M809 Style Analysis II

3 cr. hrs.

This course offers a theoretical analysis of selected works of 20th-century music with emphasis on how modern techniques of composition evolved from their theoretical ancestors.

MUTH M810 Composition

3 cr. hrs.

This course offers private instruction in musical composition. Substantial theoretical background and experience in writing in neotonal styles is assumed. A rehearsed presentation of an original work written during the term is required. Creditable repeatedly.

MUSIC THERAPY

MUTYM701 Seminar in Research

1 cr. hr.

This course addresses techniques in research and writing necessary for the completion of theses or other formal documents and is required of all graduate music therapy students.

MUTY M707 Psychology of Music II

2 cr. hrs.

This course examines techniques and instrumentation for research in the psychology of music. A formal research proposal and a completed research project are required.

MUTY M714 Graduate Council

1 cr. hr.

This is a council of music therapy graduate students whose function is the approval of research proposals and papers produced within the department.

MUTY M716 Music Therapy VI

3 cr. hrs.

This is a seminar that looks at techniques of scientific writing and data collection. A completed experimental research project dealing with handicapped individuals is required.

MUTY M816 Music Therapy VII

3 cr. hrs.

This is a seminar course addressing original investigations in the field of music therapy.

MUTY M817 Music Therapy VIII

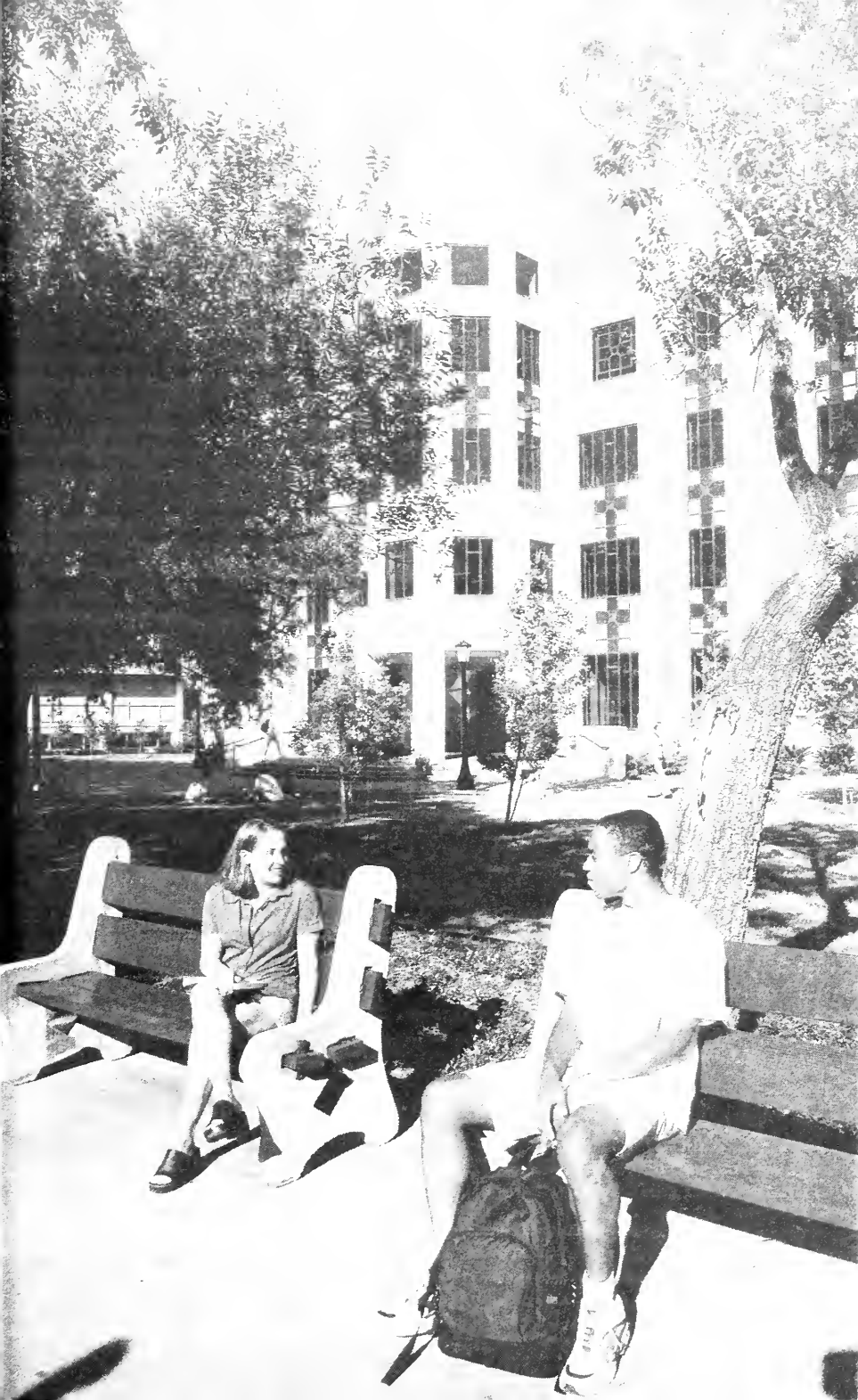
3 cr. hrs.

This course is advanced statistical analysis or advanced clinical techniques and clinical practice. It is structured to meet the needs of the student.

MUTY M818 Clinical Training

1 cr. hr.

Students in this course will work under supervision in a clinical setting for a period specified by the music therapy department.



NURSING

DIRECTOR: Billie Ann Wilson, APRN, Ph.D

FNP COORDINATOR: Brenda H. Owens, ANP, FNP, Ph.D

PROFESSORS: Cathryn L. Glanville, Billie Ann Wilson

ASSOCIATE PROFESSORS: Barbara A. Bihm, Brenda Owens, B. Gail Tumulty

ASSISTANT PROFESSOR: Mary Ann Nemcek

INSTRUCTOR: Mary Kay Hartman

The Department of Nursing offers advanced courses leading to a master of science in nursing (MSN) for students who wish to become certified as family nurse practitioners and hold an advanced practice nursing license.

DESCRIPTION OF THE DEGREE PROGRAM

The Master of Science in Nursing curriculum for family nurse practitioners at Loyola University New Orleans is designed to educate nurses to provide preventive health care, as well as to diagnose and manage common health problems encountered in ambulatory care settings. The MSN program is designed to prepare nurses to function as independent members of multidisciplinary health care teams.

The mission of the MSN program is to prepare family nurse practitioners to function in advanced roles in a variety of ambulatory primary care settings. The goals of the MSN Program are:

1. To provide graduate nursing education in the Jesuit tradition of respect for individuals from diverse traditions.
2. To create opportunities for the development of expertise in an advanced practice role.
3. To foster development of advanced interpersonal and communication skills.
4. To prepare advanced practice nurses capable of improving health care and initiating change in the health care delivery system.
5. To foster professional growth and provide a foundation for doctoral study.

ACCREDITATION

Loyola's bachelor of science in nursing program is accredited by the National League for Nursing Accreditation Commission (NLNAC). A new degree program, such as the master of science in nursing to prepare family nurse practitioners, cannot be accredited until it graduates its first class of students. Therefore, upon graduating the first class in year 2000, Loyola's MSN program will be visited by the national accreditation agency for the purpose achieving initial accreditation. This accreditation will be retroactive to the first graduating class. To contact the NLNAC, write: 61 Broadway, New York, NY 10006; or call (212) 363-5555.

DEGREE REQUIREMENTS

The MSN Family Nurse Practitioner curriculum is 45 semester hours in length. The minimum acceptable grade in any course is a C and a cumulative average of 3.0 is required to graduate from the program. In addition to regular course work, the program requires approximately 700 hours of clinical experience in a variety of ambulatory settings working with clients across the life cycle.

Prior to graduation each student is required to complete a research utilization project in which a research-based treatment protocol is developed. In addition, students

must pass a comprehensive examination given during their final semester. The examination covers all required course work and practicum competencies. The practicum component of the examination requires demonstration of competency in assessment, diagnosis and treatment. Students who do not pass the comprehensive may reschedule it during the next semester. If the examination is not passed after three attempts, the MSN degree will not be awarded by Loyola.

MSN PROGRAM FOR BSN GRADUATES

BSN graduates may complete the MSN program in either two or three years of study. Students are asked at the time of making application for admission to declare their intent to pursue either the two-year or three-year plan of study for completion of the degree.

ADMISSIONS REQUIREMENTS FOR BSN GRADUATES

1. A BSN degree from a school accredited by the National League for Nursing, the Commission on Collegiate Nursing Education, or the equivalent
2. Official transcripts from each degree-granting college/university attended
3. A license to practice nursing in Louisiana
4. A minimum of one year of recent work experience in clinical nursing
5. A cumulative GPA of either 2.8 or higher on all prior undergraduate work or a GPA of 2.8 or higher on all hours taken at Loyola for completion of the BSN
6. Satisfactory scores on the Graduate Record Examination (GRE)
7. The undergraduate equivalent of the following number of semester credit hours: 10 in biological sciences, 6 in chemistry/physics/physical sciences, and 3 in statistics
8. Three letters of recommendation (on the form provided by Loyola) from persons knowledgeable about the applicant's aptitude for graduate school
9. A goal statement describing career goals and interest in graduate education
10. A formal interview with one or more graduate faculty at Loyola

RN-TO-MSN PROGRAM

By pursuing the RN-to-MSN option, RNs who do not yet hold a BSN degree may complete both the BSN and MSN programs in four years of part-time study. The RN-to-MSN option allows qualified applicants who do not hold a BSN degree to substitute four specific MSN graduate nursing courses (12 semester credit hours) for four similar, but lower level, BSN undergraduate nursing courses. The benefit to the student is that 12 semester hours of MSN graduate course work are applied to the BSN degree, leaving 33 semester hours (not 45) remaining to complete the MSN degree.

Graduates of associate degree and diploma nursing programs are first admitted to the Loyola BSN program. Upon admission to the Loyola BSN program, students who declare their intent to pursue the RN-to-MSN option will complete all requirements for the BSN except the 29 semester hours of upper division nursing courses.

Upon completion of the prerequisite core, adjunct, and elective courses, students apply to Phase One of the RN-to-MSN program. Admission to Phase One occurs each spring with course work beginning each summer. Phase One is a course sequence leading to the BSN degree. During Phase One, the student takes designated BSN undergraduate nursing courses as well as four MSN graduate-level courses (12 semester hours) which apply to the BSN degree. At the end of Phase One, students are awarded the BSN degree. While completing Phase One of the RN-to-MSN Option, the student makes a second application to be admitted to Phase Two. Application for Phase Two is made during Fall 2 or Spring 2 of the RN-to-MSN program. During Phase Two, which begins after receiving the BSN degree, the remaining course work for the MSN (33 semester hours) is completed.

ADMISSIONS REQUIREMENTS FOR THE RN-TO-MSN OPTION

1. Prerequisite Phase: Admission to the Prerequisite Phase requires submission of an Application for Undergraduate Admission

2. Phase One: Upon completion of the Prerequisite Phase, students apply to Phase One of the RN-to-MSN program. Students applying for admissions to Phase One of the RN-to-MSN option must meet the following criteria:

a) All credits for the BSN completed except 29 semester hours of upper division nursing.

b) A current RN license to practice in Louisiana

c) Minimum of one year of recent work experience in clinical nursing

d) A cumulative GPA of either 2.8 or higher.

e) A goal statement describing career goals and interest in graduate education

f) A letter of recommendation (on the form provided by Loyola) from a faculty member knowledgeable about the applicant's aptitude for graduate school

3. Phase Two: Students applying for admission to Phase Two of the RN-to-MSN option must meet the following additional criteria:

a) A cumulative GPA of 3.0 on the 12 credits of graduate-level courses taken in Phase One

b) Satisfactory scores on the Graduate Record Examination (GRE)

c) A formal interview with one or more graduate faculty at Loyola

APPLICATION/ADMISSION DEADLINES

Admissions into Loyola's MSN program is competitive and occurs each spring with course work beginning each summer. Review of applicants begins March 1 of each year and continues until April 15. Applicants are notified of admission on a rolling basis. At its own discretion, the Nursing Department may extend the deadlines for accepting/processing applications and notifying applicants about acceptance into the program.

FAMILY NURSE PRACTITIONER GRADUATE COURSES

NURS C700 Theoretical Perspectives in Nursing

3 cr.hrs.

Exploration of the nature of theory development in nursing, analysis of selected nursing and related theories, and the relevance of theory to research and practice in nursing.

NURS C705 Advanced Health Assessment

3 cr.hrs.

Focuses on the integration of health history taking, physical examination, and diagnostic evaluation to develop a model for advanced practice assessment. Emphasis will be placed on data analysis and developing diagnostic reasoning skills as the basis for providing primary care to clients and families.

NURS C710 Advanced Pathophysiology I

3 cr.hrs.

An in-depth study of the pathophysiologic basis of disease. Emphasis will be placed on the etiology, pathogenesis, clinical manifestations, and anticipated course of illness for selected dysfunctions of major body systems. Common mechanisms of disease will be stressed.

- NURS C715 Advanced Pathophysiology II** **3 cr.hrs.**
 A continuation of NURS C710; an in-depth study of the pathophysiological processes which underlie common diseases of major body systems.
Prerequisite: NURS C710.
- NURS C720 Advanced Clinical Pharmacology I** **2 cr.hrs.**
 Presents principles of basic and clinical pharmacology for selected major drug groups used in primary care settings. Emphasis is placed on the pharmacological management of common disorders.
- NURS C722 Advanced Clinical Pharmacology II** **2 cr.hrs.**
 A continuation of NURS C720. Presents principles of basic and clinical pharmacology for selected major drug groups used in primary care settings. Emphasis is placed on the pharmacological management of common disorders.
Prerequisite: NURS C720.
- NURS C725 Primary Care Concepts** **3 cr.hrs.**
 Focuses on current concepts and issues of the primary nurse practitioner role, legal parameters of advanced nursing practice, and examination of the principles of epidemiology and their application to primary health care. Theories of health promotion and maintenance, identification of risk groups, and implications for advanced practice are explored.
- NURS C730 Family Theory** **3 cr.hrs.**
 An in-depth study of concepts, theories, research, and public policy relevant to family nursing. Emphasis will be placed on developing a theoretical basis for designing health restoration, health promotion, and maintenance interventions for families in need of health care.
Prerequisite: NURS C700.
- NURS C735 Advanced Research Methods** **3 cr. hrs.**
 Focuses on the process of scientific inquiry utilizing both quantitative and qualitative methods. Emphasis is placed on commonly used research designs, critical analysis of nursing research, research proposal development, use of the computer for data analysis, and instrument evaluation.
Prerequisite: NURS C700.
- NURS C740 Health Care Systems** **3 cr.hrs.**
 Provides an analysis of health care trends, organizations and settings. Explores provider/ consumer roles in financing health care and ways of impacting legislation, regulation, politics, and ethics of health care delivery. Emphasis is placed on the role of the advanced practice nurse in effecting health care system change. Leadership strategies for influencing the health care system are examined.
- NURS C745 Primary Care I: Theory and Practice** **4 cr.hrs.**
 Focuses on promoting optimum wellness across the life cycle. Physiological, social, and developmental theories, relevant research findings, and the implications of these for health care are explored. Collaborative management of common health problems is emphasized in the clinical component of the course.
Prerequisite: NURS C725.
Pre/co-requisites: NURS C710, C720.
- NURS C750 Primary Care II: Theory and Practice** **4 cr.hrs.**
 A continuation of NURS C745. Focuses on promoting optimum wellness across the life cycle. Physiological, social, and developmental theories, relevant research findings, and the implications of these for health care are explored. Collaborative management of common health problems is emphasized in the clinical component of the course.
Prerequisite: NURS C745.
Pre/co-requisites: NURS C715, C722.

NURS C755 Primary Care Practicum

3 cr.hrs.

Clinical experience in a variety of primary care settings with clients across the life cycle is the focus of this practicum experience.

Prerequisites: NURS C745, C750.

NURS C760 Primary Care Practicum

3 cr. hrs.

Clinical experience in a variety of primary care settings with clients across the life cycle is the focus of this practicum experience.

Prerequisite: NURS C755.

NURS C765 Research in Advanced Nursing Practice

3 cr.hrs.

Focuses on preparing the learner to evaluate research findings for use in practice. Research which focuses on health risks of client systems, practice guidelines, therapeutic management, and cost containment will be examined. Emphasis will be placed on the integration of research findings into advanced nursing practice through development of research-based protocols.

Prerequisite: NURS C735.



LOYOLA INSTITUTE FOR MINISTRY (LIM)

DIRECTOR: Barbara J. Fleischer, Ph.D.

OFFICE: 201 Stallings

PROFESSORS: Bernard J. Lee, S.M., Th.D., Michael A. Cowan, Ph.D.

ASSOCIATE PROFESSORS: Gerald M. Fagin, S.J., Ph.D., Barbara Fleischer, Ph.D., Kathleen O'Gorman, Ed.D.

ASSISTANT PROFESSOR: Catherine P. Zeph, Ed.D.

ADMINISTRATIVE STAFF: Billie Salisbury Baladouni, D. Min., Assistant Director (Student Services); Cecelia M. Bennett, J.C.L., Assistant Director (Administrative Services); Reynolds R. Ekstrom, M.P.S., Assistant Director (on-campus and Pastoral Life Center programs); Todd McMahon, M.A., Video Producer

The institute offers a master's degree in religious education (M.R.E.) and a master's degree in pastoral studies (M.P.S.) on campus and in extension. On-campus (LIMOC) M.P.S. focus areas include small Christian community formation, pastoral care and counseling, pastoral life and administration, religion and ecology, African American ministries, Christian spirituality for pastoral ministry, and the opportunity for an individualized program of study. Extension (LIMEX) focus areas include small Christian community formation, pastoral life and administration, religion and ecology, marketplace ministries, and Christian spirituality for pastoral ministry. The institute also serves the continuing education needs of adults on campus and in extension offering both a continuing education certificate in religious education (C.R.E.) and a certificate in pastoral studies (C.P.S.). The students, faculty and staff of the Loyola Institute for Ministry form a learning community gathered to enhance the quality of pastoral ministry in the Church. The institute serves as an educational resource for professionals and paraprofessionals engaged in, or preparing for, ministry and religious education, as well as laity who want to address themselves intentionally to their ministry in the world. The institute seeks an integration of knowledge of the Christian tradition, a sensitivity to the dynamics of the Church's institutional life, a critical awareness of and appreciation for the times and cultures within which one lives and works, and an awareness of one's self and one's abilities and limitations.

ADMISSION TO UNIVERSITY

The admission process includes:

1. A formal completed application.
2. A bachelor's degree from an accredited college or university, with a minimum 2.5 G.P.A. for all degree-seeking students.
3. Submission of official transcripts from colleges or universities previously attended for all degree-seeking students.
4. A statement of educational purpose.
5. A résumé of work experience including professional and/or voluntary ministerial responsibilities.
6. Two recommendations (on forms supplied by the institute) attesting to student's capability for graduate study.
7. \$20 nonrefundable application fee.
8. For extension students, a notification of application form (supplied by Loyola) should be sent directly to the sponsoring agency.

9. For LIM Outreach students, a notification of application form (supplied by Loyola) should be sent directly to the on-campus assistant director.

All materials should be sent directly to the LIM enrollment office **two months** prior to the start of the student's first course or semester. (International extension (LIMEX) students have these materials sent directly to their administrative liaison at their sponsoring agency.) This allows time for transcripts and other supporting documents to reach the LIM enrollment office and subsequently for the admissions committee to come to an admission decision. Late applications are accepted, but such applicants may only be admitted to their first LIM course as transient students.

ADMISSION TO CANDIDACY

The institute offers courses of instruction leading to the degrees of master of religious education and master of pastoral studies for properly qualified students who have been admitted to degree candidacy.

To apply for candidacy the student must file a formal petition to the institute's graduate studies committee on the basis of items listed below. (Extension program students are advanced to candidacy by the graduate studies committee when the following criteria are met.)

1. Not less than 12 credit hours nor more than 15 credit hours in the institute's graduate courses with a minimum grade point average of 3.0. For on-campus students, of these hours at least six must consist of core courses, including Introduction to Practical Theology.
2. Students must evidence responsible and competent participation in the learning process.
3. Currently registered for credit at Loyola.

Appropriate recommendations will be made by the graduate studies committee to the dean of City College as a result of their review. Degree candidates will be notified and such notification will become part of their permanent records. Students not admitted to candidacy will be informed of their deficiency. Removal of such deficiency under the direction of the student's advisor must take place upon completion of 15 credit hours. The student must then reapply for degree candidacy.

COURSE REQUIREMENTS

The candidate must complete a total of at least 36 credit hours of graduate work including the work earned prior to his or her admission to degree candidacy. A course in which the student has earned a grade of D or F cannot be counted toward the completion of the credit hour requirement, but will be used in determining the student's grade point average.

ACADEMIC PROBATION

In order to remain in good standing, a student must earn at least a C in all graduate courses taken and must maintain a cumulative grade point average of 3.0 or higher in Loyola University graduate course work. A student who earns below a C in a graduate course, or whose cumulative grade point average falls below 3.0, will be placed on academic probation. Students admitted under the conditional status are admitted on academic probation and will be notified of their probationary status in their letter of admission.

A student on probation has nine hours or two semesters (whichever comes first) to remove the academic deficiency. If the deficiency is not removed in the allotted time, the student will be excluded from the program as a graduate student.

1. Upon receipt of course grade transcripts from the Office of Student Records, the associate dean of City College will notify students who have been placed on academic probation.
2. Conditionally admitted students, or students on probation who do not remove their academic deficiency in the next term, will receive a second letter notifying them that subsequent academic deficiencies will lead to exclusion from the university as a graduate student.
3. A probationary student who fails to make up his or her academic deficiency in the nine hours or two semesters will be excluded from the university as a graduate student.

CHANGE OF ACADEMIC STATUS

Students may change from graduate status in the program to continuing education status by written request. Continuing education students may apply to the LIM enrollment office for graduate status, subject to the standard graduate admissions requirements. Either change of status must occur only between courses or semesters.

PASTORAL AND EDUCATIONAL PRAXIS

In this capstone course, students employ the method of practical theology to reflect on their ministerial and educational praxis. Careful analysis of the social circumstances surrounding the identified concerns will be undertaken, as well as an appreciative and critical retrieval of the voice of the faith tradition. Based on that reflection, possible educational and ministerial interventions which meet criteria of pragmatic feasibility and religious faithfulness will be imagined and articulated verbally and in writing for evaluation and feedback. This course is required of all students except those in the pastoral counseling focus area.

ACADEMIC ADVISEMENT

Each on-campus student consults with an institute advisor in planning his or her full program of graduate courses. The student should meet each semester with an academic advisor. Extension students are assigned an academic advisor when admitted. LIMEX instructors of record are available for consultation on academic concerns. Both may be contacted via a toll-free telephone number, e-mail, or fax.

TRANSFER CREDIT

On-campus students are allowed to transfer up to six hours of credit for graduate course work done in theology, religion, religious education, or pastoral ministry studies from an accredited institution. Original transcripts must be presented along with a request to the Graduate Studies Committee. For transfer credit in areas other than those mentioned, it is incumbent upon students to justify a clear and systematic relevance of the work to their LIM degree program. A request must be made to the Graduate Studies Committee, along with a 3 – 5 page rationale. If the transfer is accepted, the learning from the transferred courses is to be integrated into the student's Pastoral/Educational Praxis course.

Because of the extension program's unique educational methodology and sequential curriculum format, no transfer credit is allowed into the LIMEX program.

CONTINUING EDUCATION UNITS (CEUs)

Persons who participate under the continuing education status are persons who have extensive ministry experience, often in diocesan, school or parish leadership positions, and have the ability to do the graduate-level reading. Some CEU students lack the required bachelor's degree to enroll for the graduate degree, while others already have graduate credentials and do not wish to earn another graduate degree. Persons who register as CEU students will receive continuing education units as defined by the Southern Association of Colleges and Schools. CEUs are recorded on a Loyola CEU transcript and kept in the permanent records of the university.

Continuing education credit is determined by class attendance, competent participation in the learning group or on-campus course, completion of reading assignments, and other activities necessary for participation in those sessions. Three CEUs are granted for each course in the LIMEX program. On campus, one credit hour equals one CEU. All CEU students who complete the extension or on-campus program receive a continuing education certificate in religious education or pastoral studies.

REQUIREMENTS FOR CONTINUING EDUCATION ADMISSION

Those who are applying to the institute for admission under the continuing education status are required to complete the institute (graduate) application, pay a nonrefundable application fee, submit a résumé and statement of educational purpose and supply two recommendations (on forms provided by the institute) from professionals in ministry and/or education (pastor, DRE, etc.) who can attest to the applicant's involvement in ministry and ability to do graduate-level reading. This ability to engage in graduate-level reading must be evidenced in the application process.

FINANCIAL AID

Because Loyola offers substantial tuition discounts, additional university scholarships and grants are not available. Federal student Financial Aid is only available to full-time students in New Orleans; thus, Extension students are not eligible.

FOR ADDITIONAL INFORMATION, CONTACT:

Loyola University Institute for Ministry
Campus Box 67
6363 St. Charles Avenue
New Orleans, LA 70118
1-800-777-5469 (U.S. and Canada)
0800-896-344 (U.K.)
0800-895-326 (Switzerland)
Fax: 504-865-2066
E-mail: LIM@loyno.edu

ON-CAMPUS PROGRAM (LIMOC) MASTER OF PASTORAL STUDIES AND MASTER OF RELIGIOUS EDUCATION

The LIM on-campus master's degree programs are designed for those laypersons, members of religious orders, and ordained persons who are currently engaged in or are preparing for pastoral or educational ministries and who seek to enhance the quality of their ministry activities through a systematic ministry education. On-campus courses focus on the development of ministers who are critically reflective about themselves, their vision and their efforts. The LIM on-campus student identifies his or her educational goal for the program and critically reviews the theological assumptions underlying his or her ministerial action. Specific courses may be waived based on a student's prior academic experience.

DEGREE REQUIREMENTS

The requirements for both the master of religious education and the master of pastoral studies consist of 36 credit hours:

- a) The theological core courses (18 credit hours)
- b) Focus area courses (12 credit hours)
- c) Elective courses (6 credit hours) chosen by the student.

THEOLOGICAL CORE COURSES

18 credit hours

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|---------|------------------------------------|------------|
| LIM 703 | Introduction to Practical Theology | 3 cr. hrs. |
| LIM 711 | Jewish Roots of Christian Faith | 3 cr. hrs. |
| LIM 712 | Christian Origins | 3 cr. hrs. |
| LIM 714 | Grace, Christ, and Spirit | 3 cr. hrs. |
| LIM 722 | Church, Sacraments, and Ministry | 3 cr. hrs. |
| LIM 704 | Spirituality, Morality, and Ethics | 3 cr. hrs. |

FOCUS AREA COURSES

12 credit hours

Master of Religious Education

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|---------|---|------------|
| LIM 701 | Foundations of Religious Education | 3 cr. hrs. |
| LIM 715 | Curriculum Development | 3 cr. hrs. |
| LIM 716 | Interdisciplinary Resources in Religious Education | 3 cr. hrs. |
| LIM 886 | Pastoral and Educational Praxis | 3 cr. hrs. |

Master of Pastoral Studies

Small Christian Community Formation

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|---------|---|------------|
| LIM 809 | The Inner Life of Small Christian Communities | 3 cr. hrs. |
| LIM 810 | The Public Life of Small Christian Communities | 3 cr. hrs. |
| LIM 750 | Dynamics of Small Group Life | 3 cr. hrs. |
| LIM 886 | Pastoral and Educational Praxis | 3 cr. hrs. |

Pastoral Life and Administration

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| LIM 844 | Parish Life and Ministry | 3 cr. hrs. |
| LIM 742 | Pastoral Leadership and Organization | 3 cr. hrs. |
| LIM 750 | Dynamics of Small Group Life | 3 cr. hrs. |
| LIM 886 | Pastoral and Educational Praxis | 3 cr. hrs. |

Pastoral Care and Counseling

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|-----------|--|------------|
| LIM 849 | Introduction to Pastoral Care and Counseling | 3 cr. hrs. |
| EDGRA 830 | Counseling Theories | 3 cr. hrs. |
| EDGRA 835 | Counseling Practice | 3 cr. hrs. |
| LIM 897 | Clinical Pastoral Experience (CPE) | 3 cr. hrs. |

Religion and Ecology

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| LIM 813 | The Universe as Divine Manifestation | 3 cr. hrs. |
| LIM 814 | The Emergent Universe: Our Sacred Story | 3 cr. hrs. |
| LIM 750 | Dynamics of Small Group Life | 3 cr. hrs. |
| LIM 886 | Pastoral and Educational Praxis | 3 cr. hrs. |

African American Ministries

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|---------|---|------------|
| LIM 815 | The African American Experience in Religion and Culture | 3 cr. hrs. |
| LIM 816 | African American Religious Experience and Black Church History | 3 cr. hrs. |
| LIM 750 | Dynamics of Small Group Life | 3 cr. hrs. |
| LIM 886 | Pastoral and Educational Praxis | 3 cr. hrs. |

Christian Spirituality for Pastoral Ministry

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|---------|-----------------------------------|------------|
| LIM 827 | Spirituality for Ministers | 3 cr. hrs. |
| LIM 828 | History of Christian Spirituality | 3 cr. hrs. |
| LIM 750 | Dynamics of Small Group Life | 3 cr. hrs. |
| LIM 886 | Pastoral and Educational Praxis | 3 cr. hrs. |

Individualized Program

6 hours from other focus areas/electives
in consultation with an academic advisor

| | | |
|---------|---------------------------------|------------|
| LIM 750 | Dynamics of Small Group Life | 3 cr. hrs. |
| LIM 886 | Pastoral and Educational Praxis | 3 cr. hrs. |

Electives All focus areas allow for 6 credit hours of
elective courses chosen by the student to
suit his or her own needs and interests.

ON-CAMPUS SUMMER PROGRAM

In addition to year-round evening/weekend courses in the on-campus program, LIM offers an intensive six-week summer program on campus which includes morning, afternoon, evening and weekend courses along with community building, shared prayer, and social activities. A master's degree program can usually be completed in four summers, except for those students working on the pastoral care and counseling and African American ministries focus areas which must be completed in a year-round format.

ON-CAMPUS GRADUATE CERTIFICATE

A graduate certificate in pastoral studies or religious education is awarded to persons who have completed a total of 18 hours of graduate study at the Institute for Ministry in a concentrated area of theological or ministerial studies. Program requirements must be completed within four summers. Transfer credits from other institutions are not accepted. Graduate certificate students may continue their studies beyond the 18 credits of this certificate program. Earned certificate credits can apply to a master of religious education or a master of pastoral studies.

OUTREACH PROGRAM

Because of the geography and size of the greater New Orleans area, the Institute for Ministry offers the LIM Outreach format as an option for students living beyond Jefferson and Orleans parishes.

Students may form intentional learning communities of 6 to 15 persons and complete the theological core courses, consisting of 18 credit hours of the program, in their own location through the LIM extension program format. Students then complete their remaining 18 credit hours of focus area and elective courses on campus, drawing from the rich array of course offerings presented by Loyola faculty and visiting scholars who are known internationally for their work in theology, ministry, and religious education. The delivery format thus combines the advantages of local study and the community-building strength of the extension program with the teaching excellence of internationally known faculty and academic enhancements offered on campus.

ON-CAMPUS AND OUTREACH TUITION

All graduate credit students on campus receive a reduced tuition rate because of the Jesuit commitment to ministry education.

**EXTENSION PROGRAM (LIMEX)
MASTER OF PASTORAL STUDIES
OR RELIGIOUS EDUCATION**

In partnership with a sponsoring diocese or other religious institution, Loyola Institute for Ministry (LIM) offers its degree and certificate programs by extension. Students meet in learning groups led by a Loyola-certified facilitator for ten of the courses. In these common courses, students engage in ten three-hour sessions that involve discussion of printed lectures and other assigned readings, videotaped input by nationally known scholars, and other educational interactions. Students also choose two additional courses in a focus area from a variety of available options. These courses are taken in a semi-independent study format. The program is designed to provide in-depth information and reflection on the theory and skills appropriate to ministry and religious education in a variety of settings. A complete prospectus as well as a *LIMEX Policy Manual* on the extension program can be obtained from the institute's office.

EXTENSION PROGRAM CURRICULUM

The requirements for both the master of religious education and the master of pastoral studies consist of 36 credit hours:

- the theological core course (18 credit hours)
- the context of ministry courses and the capstone course (12 credit hours)
- focus areas chosen by the student (6 credit hours).

Theological Core Courses (18 credit hours)

| | | |
|----------|------------------------------------|------------|
| LIMX 703 | Introduction to Practical Theology | 3 cr. hrs. |
| LIMX 711 | Jewish Roots of Christian Faith | 3 cr. hrs. |
| LIMX 712 | Christian Origins | 3 cr. hrs. |
| LIMX 714 | Grace, Christ, and Spirit | 3 cr. hrs. |
| LIMX 722 | Church, Sacraments, and Ministry | 3 cr. hrs. |
| LIMX 704 | Spirituality, Morality, and Ethics | 3 cr. hrs. |

Context of Ministry Courses and Capstone Courses (12 credit hours)

| | | |
|----------|--|------------|
| LIMX 840 | The Sociocultural Context of Ministry and Religious Education | 3 cr. hrs. |
| LIMX 860 | The Personal Context of Ministry and Religious Education | 3 cr. hrs. |
| LIMX 861 | The Institutional Context of Ministry and Religious Education | 3 cr. hrs. |
| LIMX 886 | Pastoral and Educational Praxis | 3 cr. hrs. |

Focus Area Courses (6 credit hours)**Master of Religious Education**

| | | |
|----------|------------------------------------|------------|
| LIMX 701 | Foundations of Religious Education | 3 cr. hrs. |
| LIMX 715 | Curriculum Development | 3 cr. hrs. |

Master of Pastoral Studies*Small Christian Community Formation (focus area):*

| | | |
|----------|---|------------|
| LIMX 809 | The Inner Life of Small Christian Communities | 3 cr. hrs. |
| LIMX 810 | The Public Life of Small Christian Communities | 3 cr. hrs. |

Pastoral Life and Administration (focus area):

| | | |
|----------|---|------------|
| LIMX 844 | Parish Life and Ministry | 3 cr. hrs. |
| LIMX 845 | Contemporary Issues in Pastoral Ministry | 3 cr. hrs. |

Religion and Ecology (focus area):

| | | |
|----------|---|------------|
| LIMX 813 | The Universe as Divine Manifestation | 3 cr. hrs. |
| LIMX 814 | The Emergent Universe: Our Sacred Story | 3 cr. hrs. |

Marketplace Ministry (focus area):

| | | |
|----------|---------------------------------------|------------|
| LIMX 819 | Spirituality and the Theology of Work | 3 cr. hrs. |
| LIMX 820 | Ministry in the Marketplace | 3 cr. hrs. |

Christian Spirituality for Pastoral Ministry

| | | |
|----------|-----------------------------------|------------|
| LIMX 827 | Spirituality for Ministers | 3 cr. hrs. |
| LIMX 828 | History of Christian Spirituality | 3 cr. hrs. |

LIMEX ATTENDANCE POLICY

Attendance in the extension program is compulsory. Each course meets at least ten times to carry out a three-hour learning design provided by the institute. In the event of illness or emergency a student who misses one or two sessions may make these sessions up and remain in the course. Any request for a waiver of this policy must be put in writing.

LIMEX RETENTION STATISTICS

In the 1992 – 93 academic year the average rate of attrition in learning groups was 12%. Students withdraw from the extension program for a number of different reasons, most of which center around lack of time to devote to the academic requirements of the program.

LIMEX WITHDRAWAL FROM COURSES

The administrative withdrawal period ends with the fifth session of the course. Through this time, students may withdraw from a course and receive a W in the course. After

the fifth session a student may withdraw from the course and receive a WP in the course. Failure to obtain an administrative withdrawal will result in the grade of F.

LIMEX REFUND POLICY

Students who cancel or withdraw from a course are in some cases entitled to a percentage refund of their tuition. Those who cancel or withdraw must do so by completing an official cancellation/withdrawal form found in their policy manuals.

Mere cessation of attendance does not constitute official withdrawal. The date and circumstances of official withdrawal will determine the amount of tuition refund. No refunds are made when a student is suspended or dismissed for academic, disciplinary, or financial reasons. Tuition refunds are made on the following schedule:

- nonattendance at the first session, a 100% refund, less a \$50.00 administrative fee;
- nonattendance after the fifth session, a 50% refund;
- if a physician's certificate is attached to the cancellation/withdrawal form for nonattendance at any point in the course, a 100% refund.

WRITING ASSISTANCE

Assistance with writing assignments for courses in the graduate program is offered in conjunction with Loyola's Writing Across the Curriculum center. This gives LIMEX graduate students the opportunity to confer with a writing tutor on all phases of the writing process. Students may contact a tutor by calling the LIMEX office.

EXTENSION STUDENTS AND LIBRARY SERVICES

Any LIMEX student may come to Loyola University and use the catalogs, print and electronic indexes, and all other materials available for use by Loyola students. Borrowing privileges are the same for all students, and the circulation desk will issue bar codes for any LIM or LIMEX students wishing to borrow materials from Loyola's libraries. Extension students with Internet access may log on to the library's web page and link onto the library's on-line public access catalog. Any material not held by the University Library may be requested through interlibrary loan.

Additionally, extension students may contact the Loyola University distance education librarian and request to have mediated searches of automated databases performed for them, but in some cases they will be billed for the search, just as all other students would be so charged. Other services of the extension librarian include searching the Loyola library for books and journals. Dial-up access to LUCI, Loyola University Catalog Information, is available to extension students, if they have access to a personal computer and a modem.

The practicalities involved in obtaining books when the student needs them through the mail often make it difficult to use the campus library. It is for this reason that the Extension Program requires that a professional library be established locally for extension students which must include, but is not limited to, the books on the LIMEX bibliographies.

Sponsoring agencies also agree to provide access for students to college, public, and theological libraries in their area. These local libraries enhance student access to a great variety of additional resource materials. It is through these local libraries that extension students may best gain access to Internet.

LIMEX TUITION AND FEES

All extension students are assessed tuition and fees on a per course basis. Tuition and fee schedules are available from the LIM office. Because of the uncertainty of the economy and university budgetary projections, the institute reserves the right to change tuition, fees, or other charges.

Extension program students are exempt from most university fees, such as student government and university center fees. There are, however, some fees charged for returned checks and processing late papers.

Some dioceses and other sponsoring agencies charge a modest administrative fee to help defray administrative costs in the local area. Payment of this fee is not required by nor shared with the institute and in no way affects a student's academic status in the extension program. However, students are encouraged to pay such a fee to assist in the local operation of the program.

The institute does not have a monthly tuition payment plan. Tuition and fees are paid in full at registration which should occur at least five weeks prior to the first session of the course.

LIMEX LEARNING GROUP DISCIPLINE

A student who engages in behavior which is disruptive to the learning group environment is in violation of the LIMEX Learning Agreement and LIMEX Policy. Such conduct may cause removal from that learning group and can result in removal from the course with a grade of W. A second such disruption may result in suspension or dismissal from the university. The student has the right to appeal the decision in accord with LIMEX policy.

CERTIFICATE OF ADVANCED STUDIES IN PASTORAL LIFE AND ADMINISTRATION

The certificate of advanced studies (C.A.S.) program offers advanced-level ministry education courses, readings, and integrating project work of persons currently engaged or soon to be engaged in pastoral ministry leadership roles in local Christian faith communities.

Entrance into the C.A.S. program requires at least one of the following:

1. An earned master's degree (or master's degree candidacy) in pastoral studies, religious studies, religious education, or a closely-related field of study;
2. A bachelor's degree plus three or more years of documented ministry leadership experience; or
3. The ability to do advanced-level readings/study, plus in-depth and documented, practical ministry leadership experience (5 years or more).

This certificate program consists of six courses. Each course earns two CEUs. On-campus students who qualify may also take the courses for graduate credit. Upon successful completion of all course work the student earns a certificate in advanced studies in pastoral life and administration (C.A.S.) from the Loyola Pastoral Life Center (LPLC), a division of the institute that offers continuing education and enrichment courses for pastoral ministers and religious educators.

C.A.S. Certificate Curriculum

- Pastoral Life and Ministry
- Pastoral Leadership and Organization
- Canon Law and Civil Law for the Pastoral Minister
- Stewardship and Financial Management in the Local Faith Community
- Presiding in Parish Prayer and Worship
- Contemporary Issues in Pastoral Life

LOYOLA INSTITUTE FOR MINISTRY

GRADUATE COURSES

LIM/LIMX 701 Foundations of Religious Education

3 cr. hrs.

This course is an immersion in the tradition of religious education. It samples the array of perspectives that inform and constitute the field and helps the students locate one's own practical understanding of its meaning and mission. It relates the religious character of education to its explicit forms of practice within religious tradition.

LIM/LIMX 703 Introduction to Practical Theology

3 cr. hrs.

This course seeks to help participants develop a rhythm of disciplined reflection and action for the sake of the reign of God. The traditions of the church, culture, institutional life and personal life are the matrices of practical theology. Interpretation theory and social analysis are key components of the conversation in which faith and daily life meet and build.

LIM/LIMX 704 Spirituality, Morality, and Ethics

3 cr. hrs.

Students study the connections between personal spirituality and Christian living as a background for exploring personal moral decision-making and social ethics today. A contemporary understanding of sin and moral choice introduces a consideration of moral norms, conscience and decision-making. Careful reflection upon and discernment of the basis of one's own moral choices and decision-making are major components of the course.

LIM/LIMX 705 Methods of Adolescent Religious Education in Catholic Culture

3 cr. hrs.

With this course, students explore the phenomenon of adolescent spirituality and examine the typical stages of religious development during the adolescent years. Attention is then directed to a study of the religious education methodologies appropriate to helping youth grow in religious knowledge and religious expression today.

LIM/LIMX 711 The Jewish Roots of Christian Faith

3 cr. hrs.

This course explores the religious heritage of ancient Israel largely through reference to its sacred writing (the Old Testament). It examines the major themes of promise-fulfillment and covenant in Israel's history from the patriarchal period to the apocalyptic era, which was the context of Jesus' life and teachings. The events, metaphors, symbols, stories, and persons which become the interpretive background for New Testament authors will be highlighted.

LIM/LIMX 712 Christian Origins

3 cr. hrs.

This course attempts to uncover "the kingdom of God" in the experience that Jesus effected during His earthly ministry. A study of Jesus' parables, healings, table fellowship with outcasts and intimacy with "Abba" lead participants to a root understanding of Christian religious experience. The progress of faith developed in the network of Christian communities from Jesus' death/resurrection to the end of the first century in the common era will be studied.

LIM/LIMX 714 Grace, Christ, and Spirit

3 cr. hrs.

In this course, students study grace as God's universal invitation to personal and communal transcendence (fundamental theology). The course examines the work of God's Spirit (pneumatology) in the redemptive transformation of human experience (soteriology), and focuses on Jesus as the touchstone historical manifestation of God in human history (Christology). The course cites important moments in the history of Christian thought, with attention to how language, culture, and history have affected our interpretation of God's saving acts (historical theology). God-person-world meanings, with the theology of Karl Rahner as an example of a contemporary theology of grace, are explored.

LIM/LIMX 715 Curriculum Development**3 cr. hrs.**

This course examines a developmental view of curriculum and helps students achieve competence in structuring learning processes that are engaging, appropriate, and effective, while understanding the practice of curriculum as the crafting of an ecology of learning.

LIM 716 Interdisciplinary Resources for Religious Education**3 cr. hrs.**

This course focuses on how the various forms and methodologies that organize knowledge in our culture can be brought to the service of religious education. It investigates and applies the resources of natural/social sciences, critical philosophy, literature, and the arts to enhance our practice.

LIM/LIMX 722 Church, Sacraments, and Ministry**3 cr. hrs.**

This course helps students understand the experience of church through a historical purview of how community has prayed and ritualized its experience (sacraments, liturgy) of Jesus Christ and how ministry and leadership have functioned throughout its life (laity, hierarchy, structure). It examines the church's self-understandings as disclosed in this purview of the Christian community's life. Special attention is given to Vatican II and postconciliar developments in ecclesiology, especially, vis-a-vis the theology of the local church.

LIM 742 Pastoral Leadership and Organization**3/2 cr. hrs.**

This course explores the meaning of pastoral leadership in light of the current research in organizational development and ecclesiology. Current leadership literature is surveyed in light of the mission of the church and the ecclesial vision of participants. Special emphasis is placed upon participative strategic planning processes and organizational development. Participants will analyze an organizational system for its strengths and weaknesses and propose interventions that would strengthen its organizational functioning.

LIM 744 Stewardship and Financial Management**3 cr. hrs.**

This course offers a rationale for the integration of foundational issues in pastoral ministry with the principles of sound financial management in parish settings. Application and management of stewardship programs in ecclesial environments, measurement and reporting issues, managerial accounting and financial data for decision making are studied.

LIM 750 Dynamics of Small Group Life**3 cr. hrs.**

This course addresses communications skills, developmental stages of group life, leadership styles and models, group dynamics, conflict and negotiation in educational, pastoral, and small community contexts. (This course is required for MPS focus areas in small Christian community formation, pastoral life and administration, religion and ecology, African American Ministries, and in the individualized program.)

LIM 800 Topics in Religious Education**3/1 cr. hrs.**

This course explores specific issues and concerns in Religious Education. Topics may include history of faith sharing, experiential education, development of educational theory, educational programming, art of teaching, developing a community of educators, and religious education in Latin America.

LIM 804 Models of Religious Education**3/1 cr. hrs.**

This course is designed for those students who are already or soon to be director of religious education. Four interrelated areas will be explored: the role and responsibilities of the DRE, administrative skills, models of educating and learning, and the prophetic dimensions of educational ministry.

LIM/LIMX 809 Inner Life of Small Christian Communities **3 cr. hrs.**
A true Christian community is both gathered (faith's internal life) and sent (faith's public life). This course examines the internal life of small Christian communities: their leadership, communications, worship, and decision-making. It includes historical and theological perspectives of the functioning of Christian communities inside their own boundaries.

LIM/LIMX 810 Public Life of Small Christian Communities **3 cr. hrs.**
This course explores the public life of small faith communities. The course includes historical and theological perspectives on the relationship between Christian communities and their surrounding cultures and society.

LIM 811 Old Testament Topics **3/1 cr. hrs.**
This course focuses on particular books or themes from the Old Testament collection. Topics may include Pentateuch, Prophets, the historical writings or the Psalms, and themes such as creation, promise and fulfillment, or ritual patterns may be considered.

LIM 812 New Testament Topics **3/1 cr. hrs.**
This course explores specific books and themes in the New Testament literature. The focus may vary from the Pauline writings to the Gospel of John, from an inquiry into the teachings of the historical Jesus to the vision of the Church in the Pauline mission.

LIM/LIMX 813 Universe as Divine Manifestation **3 cr. hrs.**
This course is a survey of premodern (indigenous), classical, and biblical religions to discover their cosmological orientation. The investigation focuses primarily on uncovering the meaning and significance of the natural world as it is reflected in the theologies (sacred texts, rituals, beliefs, and symbols) of the various religious traditions with special attention to the Creation tradition within Christianity.

LIM/LIMX 814 Emergent Universe: Our Sacred Story **3 cr. hrs.**
This course asks participants to immerse themselves contemporary discoveries and understandings of the emergent universe and to reflect on its spiritual dimensions and significance. As we become familiar with this new story, this sacred story, we will also attend to the data which describes the urgency of the ecological issue with an eye to discerning its implications for the physical, psychic, and spiritual dimensions of our lives.

LIM 815 The African American Experience in Religion and Culture **3 cr. hrs.**
The course provides a means by which African American culture and religion can be better understood and appreciated each for its own sake as well as its contribution to world civilization and culture. During the course, participants examine the interplay of religion and culture in the African American experience ranging from African antiquities through the African Diaspora to present day expressions such as theomusicology.

LIM 816 The African American Experience and Black Church History **3 cr. hrs.**
This course examines the history and institutional life of Africans and African Americans in the Diaspora, especially the Western Hemisphere. The study starts in Africa with ancient and traditional African religions, continues into Latin America, and then on to North America with Roman Catholicism, Protestantism, and their synthesis with their African antecedents. Emphasis will be placed on the development of the black church in the United States as an institution.

- LIM 821 Topics in Christian Theology 3/1 cr. hrs.**
This course explores specific issues in Christian theology, including the broad categories of sin, reconciliation, and political theory, or such issues as the contrast in ecclesiologies between Trent and Vatican II.
- LIM 825 Methods of Theological Reflection 3/1 cr. hrs.**
Students explore a variety of methods for theological reflection, including theology of story; journal keeping; process theology; liberation theology; the interaction of culture, tradition, and personal experience; and case studies. In any given semester one of these methods may become the focus of the course.
- LIM/LIMX 827 Spirituality for Ministers 3 cr. hrs.**
This course will discuss the theological foundation of Christian life and explore how ministry is rooted in and gives expression to the minister's relationship with God. Students will be invited to reflect on prayer, discernment, and spiritual growth in the context of finding God in the midst of ministry.
- LIM/LIMX 828 History of Christian Spirituality 3 cr. hrs.**
This course is an introduction to the variety of experiences and expressions of Christian spirituality from the roots of the Hebrew Scriptures to contemporary spiritual writing. The course will focus on monasticism, mysticism, and modern apostolic spirituality as a way of exploring the recurring questions and challenges that shape the human search for God.
- LIM 832 Sacramental Topics 3/1 cr. hrs.**
This course focuses on particular sacraments or groups of sacraments such as Reconciliation or Marriage, sacraments of initiation, or sacraments of healing. In any given semester the focus of this course will change to address particular sacramental concerns.
- LIM 835 Current Moral Issues 3/1 cr. hrs.**
This course explores current moral issues in personal life, work/profession and sociopolitical life. Students will focus on a particular moral issue such as abortion or nuclear war or on the theoretical and practical implications of contemporary moral theory in a broad category of contemporary life such as sexuality or politics.
- LIM 836 Human Sexuality and Christian Faith 3/1 cr. hrs.**
The course explores the significance of human sexuality, its expression in personal experience, and cultural influence.
- LIMX 840 The Sociocultural Context
of Ministry and Religious Education 3 cr. hrs.**
This course introduces students to a broad array of disciplines and analytical skills in examining their own cultural and social contexts. The course is designed to assist students in the social sciences and in attuning themselves to sociocultural dynamics in their ministries and educational practice.
- LIM 842 Peace and Justice Ministry 3/1 cr. hrs.**
This course explores the theoretical and practical issues involved in peace and justice ministry today. Particular issues such as the morality of nuclear war, world hunger and human rights as well as pastoral approaches to community organizing and political participation will be studied in any given semester.
- LIM 843 Women's Issues in Church and Culture 3/1 cr. hrs.**
This course offers an exploration of the historical, psychological, and sociological factors which continue to influence the patriarchal tradition in the Western World. The course focuses on the perspective and experience women offer Church and society.

LIM/LIMX 844 Parish Life and Ministry**3 cr. hrs.**

The aim of this course is to help participants reflect on today's experience of the parish in its many shapes and forms. Pastoral practice and canon law are used during the course as reference points for discussion of the pastoral and canonical issues raised by the student and the course content.

LIM/LIMX 845 Contemporary Issues in Pastoral Ministry**3 cr. hrs.**

This course examines a number of challenges and issues that pastoral leaders face today, especially within the diverse forms of ministry found in local faith communities. Participants will explore various topics related to pastoral ministry, including team ministry, transitions to lay pastoral administrators, ministry in a pluralistic church, and a spirituality of pastoral ministry. Course participants will also examine in more depth ministry to a particular population in their home community (e.g., youth ministry, family ministry, ministry to the bereaved, ministry to single young adults, etc.) and will present a needs analysis identifying the most pressing ministerial needs found among the populations they have chosen to study along with their proposed ministerial responses to those needs.

LIM 849 Introduction to Pastoral Care and Counseling**3 cr. hrs.**

This course is a religious and social psychological introduction to the basic stance of pastoral care and counseling. It explores how pastoral counseling is like and not like secular counseling practice and articulates the unique characteristics of forms of counseling calling themselves pastoral.

LIM 855 Psychology and Spirituality**3/1 cr. hrs.**

This course offers an examination of psychological theories and classical theological models of spirituality.

LIM 856 Topics in Christian Spirituality**3/1 cr. hrs.**

This course explores particular classical spiritualities such as St. Ignatius' spiritual exercises or the spiritual vision of Meister Eckhart, or more generic themes such as prayer and contemporary spiritual discipline.

LIM 857 Spiritual Direction**3/1 cr. hrs.**

This course explores the art and method of discernment. It examines the traditions of the art as well as the contributions of psychology and Eastern religious perspectives.

LIMX 860 The Personal Context of Ministry and Religious Education**3 cr. hrs.**

This course explores patterns of human development and spirituality in the faith life of adults. Students reflect upon their own faith journeys as well as the developmental paths of those to whom they minister and educate.

LIMX 861 The Institutional Context of Ministry and Religious Education: Pastoral Leadership and Organization**3 cr. hrs.**

In this course, students explore the meaning of pastoral leadership in light of the current research in organizational development and ecclesiology. Current leadership literatures will be surveyed in light of the mission of the church and the ecclesial vision of the participants. Special emphasis will be placed upon participative strategic planning processes and organizational development. Participants will analyze an organizational system for its strengths and weaknesses and propose interventions that would strengthen its organizational functioning.

LIM 870 Principles of Youth Ministry**2 cr. hrs.**

This course is an overview of youth ministry that communicates the why of youth ministry through a coherent analysis of its foundations in theology, culture, psychology, development theory, and sociology. Special attention is given to describing the characteristics of early, middle, and late adolescence drawn from developmental (psychological, moral, faith development) and sociological research. The course also presents principles and approaches for ministry with youth in light of the foundations.

- LIM 874 Special Topics in Ministry** 3/1 cr. hrs.
Students in this course will focus on particular topics critical to their concerns in ministry. Such topics as ministry to the sick and dying, ministry to the aged, and ministry in minority communities will be explored in any given semester.
- LIM 880 Ministry and the Arts** 3/1 cr. hrs.
This course explores the use of music, mime, art, dance, media, poetry, and storytelling in ritual and religious education. The arts are considered as vehicles of theological expression and liturgical celebration.
- LIM 885 Religious Communication** 3/1 cr. hrs.
This course explores how a variety of communication media can benefit ministers in their particular settings. Both theory and practice of contemporary communication media, especially the use of television, are explored with hands-on experience.
- LIM/LIMX 886 Pastoral and Educational Praxis** 3 cr. hrs.
In this capstone course, students employ the method of practical theology to reflect on concerns related to their ministerial and educational praxis. Careful analyses that include the social and cultural circumstances surrounding their identified praxis will be undertaken, as well as an appreciative and critical retrieval of the voice of the faith tradition. Based on that reflection, possible educational and ministerial interventions which meet criteria of pragmatic feasibility and religious faithfulness will be examined and articulated verbally and in writing for evaluation and feedback.
- LIM 890 Special Topics** 3/1 cr. hrs.
This course number is used to offer courses on an infrequent basis. Typically, the course is offered once using this number with a unique title. For a full description, contact the institute office.
- LIM 897 Practicum** 3/1 cr. hrs.
Students wishing to explore the practice of ministry in specific contexts may apply to the director to arrange a three-hour practicum which will include a reflective paper and supervised experience.
- LIM 899 Independent Study** 3/1 cr. hrs.
Students may apply to the director for independent study based on specific situations or needs. Forms are available in the institute office.

8-23

David Y. Harrison

6/24/85 - 2/1/87

James - James

Spirit
- presence

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spirit



RELIGIOUS STUDIES

CHAIR: Catherine Wessinger

OFFICE: 406 Bobet Hall

DIRECTOR OF GRADUATE RELIGIOUS STUDIES: Stephen J. Duffy

PROFESSORS: Stephen J. Duffy, James W. Gaffney (emeritus), Robert K. Gnuse,

Vernon J. Gregson, Kenneth P. Keulman, Earl J. Richard, Catherine Wessinger

ASSOCIATE PROFESSORS: Tiina K. Allik, Thomas A. Smith

ASSISTANT PROFESSOR: Peter J. Bernardi, S.J., Timothy Cahill

PROVOST DISTINGUISHED PROFESSOR: Denis R. Janz

The master of arts program in religious studies aims at providing a solid and well-rounded foundation in theology and religious studies.

The curriculum is conceived as a broad comprehensive approach to the study of religion. The major concern is to develop in the degree candidate a capability of approaching the field with a sensitivity to scripture, the historical development of western religious thought, an ecumenical awareness, an interdisciplinary mentality, and knowledge of the field's varied methodologies.

More specifically, the program hopes to provide a solid academic basis in religious studies for its students, who will upon completion of their degree enter into a variety of occupations: teaching religion in high schools or on the primary level, functioning as religious education coordinators on the parish level, serving as staff members of Christian centers, conducting retreats and workshops, organizing and teaching in adult education programs, or working in offices of religious education. The program is also designed to accommodate those who wish to embark upon the first step to the doctoral degree in religious studies or theology and for priests, ministers, religious, and laity who wish to update their theological understanding. Finally, the program aims to service those who wish to develop their knowledge and understanding of religion as one of the major forces in the shaping of culture in human history.

In conjunction with the School of Law, the department also offers the opportunity to pursue the joint juris doctor/master of arts. This program is particularly well suited to those whose professional work combines legal issues with matters of religion or with cross-cultural concerns. Students in this program must be separately admitted to the School of Law as well as to the graduate program in religious studies. The School of Law and the religious studies department each accept nine credit hours from the other's program to make a combined total of 103 hours for the J.D./M.A.

ADMISSION TO CANDIDACY

A bachelor of arts degree or its equivalent from an accredited college or university is required for admission. Applicants normally must have an overall average of 2.5 in their undergraduate work.

Applicants must have an appropriate background in undergraduate studies. An applicant without such a background may be expected to take preliminary work in religious studies for undergraduate credit.

COURSE PROGRAM

Thirty credit hours must be obtained by either of two programs:

Program A: 30 class hours

Program B: 24 class hours plus 6 hours of thesis preparation.

Reading competence in at least one appropriate foreign language, ancient or modern,

is required. Competence in a foreign language will be determined by a departmental examination. Students must pass this examination before the completion of 12 credit hours of work.

The Graduate Record Examination must be taken prior to the second semester of enrollment in the M.A. degree program.

Each student is required to complete foundational courses in the following areas:

- biblical literature
- systematic theology
- the history of Christianity
- ethics
- world religions

By choice of electives, students can then develop a concentration in any of these areas.

Upon completion of class requirements for either program A or program B, each student will take comprehensive examinations which will have both written and oral components. J.D./M.A. students have the option of a capstone project instead of comprehensives.

An average of B must be maintained for all work.

RELIGIOUS STUDIES GRADUATE COURSES

RELS A701 Biblical Methodologies

3 cr. hrs.

This course exposes students to contemporary critical methods used in the scholarly analysis of the biblical text, including form criticism, source criticism, and tradition historical criticism among others. Significant portions of the biblical text will be analyzed.

RELS A704 Pauline Writings

3 cr. hrs.

This course offers an introduction to Pauline studies (life of the Apostle, epistolary genre), and an exposition of the thought of Paul and its development in his seven authentic letters with a focus upon Paul as pastoral theologian and his concepts of God's lordship, the nature and role of the Christ-event, and the consequences of this event for humanity. The course concludes with a survey of the Paulinist writers, i.e., those who later wrote in Paul's name.

RELS A706 The Synoptic Writers

3 cr. hrs.

Following a brief introduction to Synoptic research, this course studies each writer in turn—Mark, Matthew, and the author of Luke and the Acts of the Apostles—to discern their sources, structure, purpose, and theology with special attention to the uniqueness of each writer as narrator and thinker, to the story as a totality, and to the intended audience's response.

RELS A708 Johannine Literature

3 cr. hrs.

This course examines the uniqueness of the Johannine corpus (a gospel, a theological tract, and two letters) and community, with a focus on the background, composition, structure, and theology of the Fourth Gospel. Also the later documents produced by this unusual community as it merged into the wider Christian community will be examined.

RELS A712 Ethics: Systems and Issues

3 cr. hrs.

This is a basic course acquainting the student with main approaches to normative ethics, both personal and social, and to the analysis of ethical language and argumentation.

RELS A715 The History of Exegesis

3 cr. hrs.

This course presents an overview of the history of biblical interpretation from the Patristic age to the present. Participants will select an important biblical passage and trace the history of its interpretation.

- RELS A718 Early Christian Thought** 3 cr. hrs.
This course looks at the development of Christian thought through the ante and post Nicene periods to the end of the patristic period, with readings in primary sources.
- RELS A720 Medieval Christian Thought** 3 cr. hrs.
This course examines Christian thought from the end of the patristic period to the eve of the Reformation. Within this period interest will center on the three centuries between 1000 A.D. and 1300 A.D.—the time when the Middle Ages reached their apogee.
- RELS A722 Reformation and Counter Reformation** 3 cr. hrs.
This course examines the theological positions advanced by the principal reformers, e.g., Luther, Melancthon, Zwingli, Calvin, etc., and the Roman Catholic response made at the Council of Trent.
- RELS A724 Theology in the 19th and 20th Centuries** 3 cr. hrs.
This course will trace the rise and development of liberal and neo-orthodox theology in Protestantism and developments in Roman Catholicism during this period of clash between religion and modernity. Revisionist and post-liberal theologies are also studied.
- RELS A726 Classical Christian Thinkers I** 3 cr. hrs.
This course offers an introduction to key episodes in the history of Christian thought by reading recognized theological classics from the pre-Reformation era.
- RELS A727 Classical Christian Thinkers II** 3 cr. hrs.
This course gives an introduction to key episodes in the history of Christian thought by reading recognized theological classics from the Reformation and post-Reformation eras.
- RELS A728 The Christian God** 3 cr. hrs.
This course looks at the problem of belief as it evolved from the Enlightenment period to the present, bearing on the secularization process, on God-talk and traditional approaches to God. It will include investigation of recent efforts by process thinkers to reconstruct the idea of God, and implications for Christian theology and life.
- RELS A730 Christology** 3 cr. hrs.
This course gives a brief overview of New Testament Christology followed by a study of the development of the pre-Nicene views of Christ and his relation to the Father; the rise of heterodox counterpositions; the official response at various stages of dialectic culminating in the Councils of Nicea, Constantinople I, Ephesus and Chalcedon; and contemporary critiques of the classical Christological model and recent revisions.
- RELS A732 Church and Sacraments** 3 cr. hrs.
This course is a study of the theology of Christian sacraments: structure and function of sacramental economy; a theology of the symbol; the dialectic between rite and church; the relationship between sacramental life and secular existence; and the religious import of non-Roman Catholic sacraments.
- RELS A733 Ecumenical Theology** 3 cr. hrs.
This course reviews the origins of Christian division and the motives for the restoration of Christian unity. It reviews recent theological literature and focuses on the joint statements of interfaith dialogues.
- RELS A738 Theological Method** 3 cr. hrs.
This is a seminar discussion of the problems raised by philosophical theology for doing theology in the contemporary intellectual context. Readings will be taken from authors such as Lonergan, Rahner, Nygren, Gilkey, Ogden, Tracy, and Pannenberg.

RELS A744 The Theology of Bernard Lonergan **3 cr. hrs.**
Bernard Lonergan has developed a contemporary theological method for the integration of religion with the other dimensions of human existence, principally the human and natural sciences and society. This method and its philosophical basis will be studied in detail. Some background in philosophy is recommended.

RELS A746 Theology of Karl Rahner **3 cr. hrs.**
This course offers a reading survey of the writings of the theologian who has probably been the single most important thinker in the reshaping of contemporary Roman Catholic theology.

RELS A748 Religions of Asia **3 cr. hrs.**
This course offers a study of the history and contemporary status of Hinduism, Buddhism, the Chinese religious tradition, and Islam.

RELS A749 Islam, Muhammad and Qur'an **3 cr. hrs.**
This course looks at the rise and development of Islam. The Qur'an will be critically read. Topics include the life of Muhammad, Sunnah, Shiah and, the Shariah.

RELS A750 Theology of Religions **3 cr. hrs.**
Is a unified understanding of religion possible given the diversity of religious manifestations? This course offers an inquiry into the history and contemporary status of attempts to explore questions surrounding interreligious dialogue.

RELS A754 Christian Spirituality **3 cr. hrs.**
This course provides a historical and theological study of the development of Christian spirituality and of the teachings of the major schools.

RELS A755 Dynamics of Salvation **3 cr. hrs.**
This course is a study of the history and contemporary status of theories of redemption.

RELS A756 Theological Anthropology **3 cr. hrs.**
This course is a study of the doctrine of grace as it emerged from the scriptures, the Patristic tradition, the medieval synthesis, and through the Reformation period down to the present era. The focus is on anthropological implications.

RELS A758 Biblical Morality **3 cr. hrs.**
This course looks at historical exposition accompanied by individual research on selected texts that have strongly influenced Christian morality.

RELS A760 Schools of Thought in Ethics **3 cr. hrs.**
This course is a critical study of historical schools of thought in moral philosophy and theology with special attention to their influence on Christian norms, values and practices.

RELS A761 The Pentateuch **3 cr. hrs.**
Pentateuchal traditions are assessed in this course in terms of their literary quality, meaning, and inter-canonical relationships. Significant scholarly issues will be reviewed and textual evaluation will be emphasized.

RELS A762 Biblical Wisdom Literature **3 cr. hrs.**
The didactic literature of the Old Testament is evaluated here in terms of textual, literary, philosophical, and existential categories. Relationships to other intellectual and theological perspectives will be assessed.

- RELS A763 Hebrew Prophets** 3 cr. hrs.
This course critically evaluates the prophetic corpus in literary, social- historical, and theological categories. Emphasis is placed on the developmental process which culminates in new theological trajectories.
- RELS A770 The History of Christianity** 3 cr. hrs.
This course is a survey of the history of Christianity from the post-biblical period to the present. Utilizing the methods of intellectual, institutional, and social history, this course focuses on major developments, decisive turning points, prominent personalities, and perennial theological problems in order to give a sweeping overview and orientation for further study.
- RELS A800 Social Ethics** 3 cr. hrs.
This course investigates methods and theories in social ethics, with attention to their political and economic implications and their relationship to Christian beliefs.
- RELS A802 War, Peace, and Global Justice** 3 cr. hrs.
This course offers an exploration of ethical issues of war, peace, and global justice in light of Christian ethical principles. The issues of pacifism and just war or just revolution are explored.
- RELS A803 Women in Religion and Culture** 3 cr. hrs.
This course investigates the mutual impact of religious beliefs and gender roles. Special topics include the origin of patriarchy, structures of patriarchy, function of shamanism in women's lives, women in patriarchal religions, violence perpetuated against women in patriarchal cultures/religions, and women creating women's religion.
- RELS A804 Millennium Seminar** 3 cr. hrs.
Cross-cultural investigation of the diversity of religious patterns that scholars have termed millennialism, the expectation of an imminent transition to a collective salvation. Catastrophic millennialism, progressive millennialism, nativist millennial movements, and why some millennial groups become involved in violence will be studied.
- RELS A806 Bioethics** 3 cr. hrs.
The subject matter in this course is defined as the study of moral issues generated or significantly complicated by the biological sciences, both theoretical and applied. The course surveys values and principles traditionally invoked, investigates a representative variety of cases in personal or professional behavior, and reviews recent trends in the literature.
- RELS A816 Philosophy of Religion** 3 cr. hrs.
This course is a study of the rational status of belief in and beliefs about God, illustrated by writings typical of several different philosophical perspectives; problems of religious language; immortality; and competing truth claims of religions.
- RELS A820 Psychology of Religion** 3 cr. hrs.
This course offers a general introduction to the psychological study of religious behavior comprising a short history of the subject with special attention to classic writings since 1890, a review of outstanding theories and methods, and a representative sampling of recent research, especially on personality and development.
- RELS A830 Hindu Theology** 3 cr. hrs.
This course is a study of the rise and development of Hindu theistic thought in the millennium following Shankara (788 – 820 A.D.). The schools of identity, difference, and difference-in-identity will be critically studied.

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| RELS A891 | Thesis I | 3 cr. hrs. |
| RELS A892 | Thesis II | 3 cr. hrs. |
| RELS A893 | Directed Reading | 3 cr. hrs. |
| RELS A894 | Experimental Course | 3 cr. hrs. |
| An experimental course is a course which is offered on an ad hoc basis. | | |
| RELS A896 | Seminar/Workshop | arr. |
| A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort. | | |
| RELS A898 | Research Project | arr. |
| Focuses on empirical or historical investigation, culminating in a written report. | | |



STUDENT LIFE

Student life at Loyola is based on the philosophy that education occurs in the context of total human development. Development of the whole person involves not only the intellectual development of the student but also the moral, social, cultural, and physical development of the individual. Programs and services exist which provide opportunities for this total educational experience.

COUNSELING AND CAREER SERVICES CENTER

The Counseling and Career Services Center offers services for students wishing counseling for personal or social concerns, assistance in identifying appropriate career goals, and seeking employment opportunities in the field of their choice. These services are provided by a well-qualified professional staff. Confidentiality of information shared between counselor and student is respected at all times.

Students face transitions throughout the college years. Personal challenges, changes in relationships, and finding a career focus are opportunities to consult with a professional who specializes in working with university students. Assessment of career interests and abilities can aid in choosing a major, career choice, or graduate school. Students seeking internships or employment during and after college are aided by job search training and guidance. Potential jobs are called in daily and an active on-campus recruiting program brings employers to Loyola throughout the year.

SPIRITUAL LIFE

Loyola University is a Catholic, Jesuit university. Toward this end, Campus Ministry strives for the complete integration of Catholic and Jesuit spirituality within the entire university community. Members of this staff strive for total availability and a person-centered rather than a project-centered ministry. They are available at all times to guide, counsel and advise.

STUDENT HOUSING

Loyola operates three residence halls, Biever Hall which houses undergraduate men, a women, Budding Hall which houses undergraduate women, and Cabra Hall on Broadway campus which houses Law/graduate and upperclass men and women. All residence hall buildings are accessible to students who are physically disabled and each hall has resident rooms to meet the special needs of these students. The Office of Commuter Services provides a listing of off-campus apartments. There are no accommodations for married students on campus.

Cabra Hall is a five story residence hall housing 215 students, 54 per living floor, in 6 (eight-person) suites and 1 (seven-person) suite. The hall is centrally heated and air conditioned. All rooms are double occupancy and are furnished with two closets, two single beds, two chests of drawers, two desks and local telephone service. Cabra Hall facilities include a Kitchen with a microwave oven, sundeck, vending services, storage room, 3 laundry rooms, ice machine, computer room, T.V. lounge, basic cable service, etc. A convenient transportation system links the Broadway campus with the main campus, located approximately two blocks away.

Residents of residence halls are subject to the housing policies which are promulgated in the *Student Handbook* and *Resident Register*. Full-time professionally trained personnel are provided in all the residence halls to aid students in achieving personal and educational goals. Resident assistants, located in each floor, help provide a well-balanced social and educational atmosphere. Residence halls have live-in resident counselors who are Jesuit

priests, Catholic sisters or lay individuals who have training and experience in the areas of human development.

Requests for accommodations should be forwarded directly to the Office of Residential Life following notification of acceptance to the university. Reservations are confirmed only after receipt of a signed contract and a \$ 100 application fee, which is 50% refundable in the event the student cancels prior to July 1. **Students must present proof of adequate accident/sickness insurance coverage.** Housing contracts are for both the fall and spring semesters.

STUDENT HEALTH SERVICE

Loyola's health service is for both resident and nonresident, full-time and part-time students who have provided the health service with a completed medical history form. The Student Health Service is directed by an administrative director under the direction of a medical director (physician). The office is open Monday through Friday, 8 a.m. to 5:30 p.m. Trained student health assistants are available on campus for night, weekend and holiday emergency medical referral service. Each week a physician is available during designated hours to see students. The health service also maintains extensive lists of off-campus medical specialists for students requiring special care. Treatments by health center personnel are provided at no charge to the student. Medicines, referrals to off-campus medical specialists, laboratory tests, and hospitalization are at the student's expense. All services provided and communications with medical personnel are confidential as dictated by the medical code of ethics.

For good cause, the university may require a physical or psychiatric examination while a student is in attendance. Results of these examinations may be used to determine a student's suitability to continue in attendance at the university.

HEALTH INSURANCE

The university sponsored health insurance program covering sickness and accident is strongly recommended for all students, especially those students who are from out-of-town. Resident students and international students are required to present proof of personal health insurance coverage or they must enroll in the university endorsed health insurance plan. The group plan covers a student for 12 months for a yearly premium. Plans for married students and their families are also available. Students desiring health insurance information should contact the Student Health Service.

IMMUNIZATION POLICY

Effective January 1991, Louisiana Law, (Section 1. R.S. 17:170) requires all students entering the university for the first time to show proof of immunization for tetanus/diphtheria (within the past 10 years) and show proof of a TB test (within the past year). Failure to show proof of these immunizations and test will require the students to receive the immunizations from a private physician or Student Health Service at the student's expense prior to registering for classes. In addition, all students born after 1956 and entering the university for the first time must show proof of immunization for measles, mumps and rubella (two doses). Failure to show proof of these immunizations will require the student to receive the immunizations from a private physician or Student Health Service at the student's expense prior to registering for classes.

All first time students shall be required to comply with these provisions unless the student submits a written statement from a physician stating that the procedure cannot be done because of medical reasons, a written dissent from a parent or guardian, or a written statement from a clergy stating that the procedure cannot be done for religious reasons. In the event of an outbreak of a communicable disease, the university may exclude from attendance all nonimmunized students until the appropriate disease incubation has expired or the student presents proof of immunization.

IDENTIFICATION CARD (LOYOLA EXPRESS CARD)

The student identification card at Loyola University is referred to as the Loyola Express Card. Loyola Express cards for new students are free during the registration period. After the start of classes all cards cost \$15 each. Only one express card is allowed per student, all others must be turned in to the Loyola Express Card office. The cards are used for admittance to the Recreational Sports and Athletics Complex, campus events, and for other activities. They are required for use of campus library facilities.

Students must obtain their Loyola Express Cards from the Loyola Express Card office and have them on their persons at all times to present to university officials on demand. Loan of the card to anyone is prohibited. Use of another's card subjects the user, and the loaner, to a fine and/or disciplinary action. Lost or stolen cards must be reported immediately to the Loyola Express Card office and/or Office of Public Safety. There is a \$15 charge for replacement cards. Loyola Express Cards are used for the full term of enrollment at Loyola. Cards must be validated at the beginning of each semester in the Loyola Express Card office located on the lower level of the Danna Center on the main campus.

INTERNATIONAL STUDENT AFFAIRS

The Office of International Student Affairs serves the more than 200 international students currently at Loyola. International students include students with F-1, J-1 or other non-immigrant visas, students who are not citizens of the United States, students whose first language is not English, and students who do not reside within the continental United States.

The primary function is to provide international students with whatever assistance is needed in adjusting to life here in the U.S. and at Loyola, where it involves cultural, linguistic, academic, financial, immigration or personal questions. The office coordinates all university programs for international students. In addition, it serves as the liaison between international students and the various university administrative and departmental offices, agencies of the United States government, foreign governments, and private organizations. All student and exchange visitor immigration matters are handled through this office.

Through a wide variety of programs, the office encourages interaction between international students and the university and local communities. Through this interaction, all participants develop an appreciation of other cultures and of their own and maximize their social, cultural and academic experience.

The director serves as advisor to the International Student Association, a social and cultural organization. In addition, a file is maintained of study abroad materials for all Loyola students interested in studying in another country. The Loyola University-sponsored health insurance is a requirement for all non-immigrant students. Each admitted student will receive the application and information about this insurance prior to their attendance at Loyola.

LOYOLA INTENSIVE ENGLISH PROGRAM

Loyola Intensive English is a non-credit program specifically designed for persons who wish to learn English as a second language. It is intended to help those who need to learn, improve, or perfect English skills for academic reasons, for job-related reasons, or for personal enrichment. The emphasis is on speaking, aural comprehension, reading and writing, but Loyola's special interest is in the integration of these different skills into fluency and competence in English. Loyola's program is compact and personal. Classes are never larger than 15 students, and most classes are considerably smaller. As a result every student receives a great deal of individual attention.

Loyola's Intensive English offers courses for four hours per day, Monday through Friday. These 20 hours a week of formal classes are supplemented by other language-learning activities, such as the tutorial program, language labs, computer lab, lectures, and special activities. Students are individually tested and evaluated at the beginning of each course to determine their present competency in English and to place them at an appropriate ESL level. Along with evaluations of language performance, the Intensive English Program provides career counseling and advice about admissions procedures to colleges and universities.

Acceptance to the Intensive English Program does not guarantee further admission to Loyola's regular degree-granting courses of study. Some students may qualify to take regular academic courses along with their Intensive English courses, but must submit applications for admission as regular academic students with their applications for admission to Intensive English.

A unique feature of Loyola's Intensive English is the tutor program. Tutors are advanced Loyola students, all native speakers of English, who receive special training in ESL and cross-cultural issues at LIEP. Students meet with tutors for a minimum of three hours per week. Tutors will develop formal and informal relationships with small groups of Intensive English students and will provide the opportunity for extended conversation and practice in English. The program is coordinated by the Office of International Student Affairs.

COMMUTER SERVICES

The Office of Student Activities also serves as a communication link between the off-campus student population and university programs and services. Commuters comprise 65 percent of the undergraduates and about 96% of the graduate students. The university recognizes its responsibility for responding to the unique needs of its commuter population. This office, therefore, provides a computerized apartment listing service, locker rentals, and literature on campus programs and services.

Communication is further enhanced by the publication of *Loyola After Dark*, an information brochure listing resources and hours of various university services, and *Commuter Connections*, printed twice a semester. These publications are used to keep commuters in touch with Loyola life. This office also acts as an advocate for commuter concerns and needs to the university administration.

LOYOLA UNIVERSITY POLICE DEPARTMENT

Loyola University complies with Louisiana R.S. 17-3351(c) and the Federal Campus Security Act of 1990 by annually publishing crime statistics and other required information. Following is a synopsis of some of the information required under these acts.

The Reporting of Criminal Actions

The Loyola University Police Department (LUPD) is a fully-authorized police department open seven days a week, 24 hours a day throughout the year. LUPD responds is handled in accordance with the guidelines and laws set forth by local, state, and federal criminal justice systems. Crimes or suspicious activity may be reported in person at the department's headquarters located in Biever Hall on the main campus. LUPD can also be reached through any campus telephone by dialing extension 3434. Emergencies should be reported by dialing 911 from any campus telephone, or from the emergency telephones located on the campus grounds and all floors of the parking garages.

The Loyola University Police Department (LUPD) routinely issues warnings to the campus community of potentially dangerous campus and/or neighborhood situations. In addition, a monthly campus crime statistical report is distributed, and the university annually publishes its campus crime statistics. Copies of the pamphlet outlining the

university's Security Policies and Crime Statistics may be obtained from the Office of Admissions or the Loyola University Police Department headquarters. This information is also published each semester in the course schedule, which can be obtained from the Office of Student Records.

Campus Law Enforcement

All uniformed officers at Loyola University are P.O.S.T. certified and commissioned by the State of Louisiana as university police officers. Under the authority of Louisiana Revised Statute R.S. 17:1805, officers are empowered to enforce all local and state laws and have the power of arrest while executing their duties in connection with campus crime. They are also authorized to obtain and execute search warrants and arrest warrants, both on and off campus, for all crimes committed on campus. All commissioned officers are authorized to carry firearms and must meet the minimum qualifications for firearms training set forth by the Louisiana P.O.S.T. Council.

LUPD has cultivated and benefits from a positive and open working relationship with local and state police agencies, a relationship in which all agencies work very closely together to control campus crime and address specific problem areas, as needed.

The administrative office responsible for university police service is the Office of the Vice President for Student Affairs.

University Police Personnel

FULL-TIME

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| 1 director | 3 corporals |
| 1 investigator lieutenant | 16 officers |
| 1 crime prevention sergeant | 3 dispatchers |
| 1 administrative assistant | 3 shuttle drivers |
| 3 shift sergeants | |

PART-TIME

6 student marshals—patrol, clerical and parking enforcement

Access to Campus Facilities

Students, faculty, and employees at Loyola have access to academic, recreational, and administrative facilities on campus. Access to the residence halls is limited to resident students and their guests and is a controlled access system. Access to residence halls by university employees is on an "as needed" basis, and incorporates strict key and/or card control procedures. The general public may attend cultural and recreational events on campus; however, their access is limited to parking lots and the facilities in which these events are held. LUPD officers patrol these areas on a 24-hour basis, as well as other areas of the campus community.

Firearms

The possession of firearms, chemicals, fireworks, explosives, knives, weapon replicas of any type, or other instruments used as weapons except as explicitly authorized by the university is prohibited upon the land owned by the university. Violation of this regulation is cause for disciplinary action up to and including dismissal from the university. In addition, criminal prosecution and penalties may be applicable under federal, state, and/or city law.

Monitoring Criminal Activities of Off-campus Student Organizations

The Loyola University Police Department has an excellent working relationship with the Second District of the New Orleans Police Department, and the neighboring

Tulane University Police Department. This positive relationship and communications link permits us to keep track of criminal activity off-campus, in areas where some of our students may live or frequent.

Loyola University Police requests annual crime statistics from New Orleans Police regarding off-campus property owned or controlled by student organizations recognized by Loyola. In addition, the chosen officers of these organizations are required to report specific crimes, as mandated by federal law, to the Loyola University Police within forty-eight (48) hours of occurrence.

Alcohol and Drugs

The possession, consumption, and sale of alcoholic beverages on the Loyola University campus is permitted within the limits prescribed by state and federal laws, and in accordance with the specific regulations that have been established by the university. These rules and regulations can be found in the Student Handbook.

The misuse of marijuana and other drugs in this context includes barbiturates, amphetamines, cocaine, tranquilizers, LSD compounds, and any and all substances so defined by state criminal law and is a violation of federal, state, and municipal laws. Loyola University cannot and will not protect students from prosecution under federal, state, and municipal laws.

Alcohol and Drug Abuse Education Programs

The Loyola University Alcohol and Drug Education Program offers education, information, and assistance for individuals and groups concerned about substance abuse issues. Counseling, assessment, and referral services are available for individuals. An education group is available for students who have been referred to the program because of disciplinary incidents involving alcohol and drugs. A resource library has been created for students, faculty, and staff which contains books, pamphlets, and videotapes addressing a variety of substance abuse issues.

Crime Prevention

The Loyola University Police Department has an ongoing Crime Prevention Program designed to inform all students, faculty, and staff members of services and protection offered. These programs include lectures during orientations, residence hall meetings, and special events (spring break, Christmas, Mardi Gras, etc.). There is an ongoing dedication to educating the campus community on personal safety, not only while on campus, but also while living and traveling in the local community.

Security Lighting and Maintenance

Loyola University maintains a high level of dedication for a safe environment by ensuring proper lighting of the campus at nighttime, along with the trimming of trees and implementation to reduce risks and add to this safe environment during the construction and maintenance of new or existing buildings.

Other Specialized Services

As support to help provide the Loyola community with a safe and secure campus, Loyola's University Police Department offers specialized services. These services include 24-hour safety escorts, shuttle runs between the two campuses, Provide-a-Ride (a late night off-campus safety shuttle service), security alarm and parking garages closed circuit television (CCTV) monitoring, first aid and CPR, self-defense training for women, free fingerprinting, motorist assistance, lost and found, free bicycle registration, use of property ID engravers, and parking and traffic enforcement.

CAMPUS PARKING

Students may park on campus by purchasing a parking permit from the Loyola Express Card/Parking Services office located on the lower level of the Danna Center. Visitors may park in the Freret Street Parking Garage by paying an hourly rate or at a paid parking meter. Parking regulations are enforced 24 hours every day, weekends and holidays included. Please refer to the Loyola University parking and traffic regulations brochure, available at the Loyola Express Card/Parking Services office or Loyola University Police Headquarters, for a complete listing of parking regulations.

For further information about on-campus parking, please contact the Loyola Express Card office at (504) 865-3000.

STUDENT ACTIVITIES

There are approximately 110 student organizations recognized and active on the Loyola campus. They are classified in the following categories: academic and professional societies, cultural/ethnic organizations, service organizations, athletic/recreational clubs, social fraternities, honorary fraternities and organizations, social sororities, special interest organizations, and student communications media. A complete listing of all recognized organizations is available in the Student Activities office.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association consists of elected members representing the four colleges and the School of Law. The SGA acts as the voice of the student body to the university. Through this body, students act as members on most of the university committees in an effort to insure input in areas of student concern. The SGA sponsors programs and services as well as funding student organizations of the university. Meetings of the SGA are held once a week and are open to all students and members of the university community.

THE UNIVERSITY CENTER AND STUDENT ACTIVITIES

The Joseph A. Danna Center is the university center for Loyola University. Its mission is to provide services, facilities and programs for the entire university community. Objectives established for the university center by the Danna Center Advisory Board aim at making it a campus center where all members of the university can meet, formally and informally; provide services and facilities to the university; complementing the educational goals of Loyola by providing cultural, social and recreational programs; and maintaining the center as an open forum where all sides of issues may be discussed.

The University Programming Board is the campus-wide programming entity responsible for delivering the cultural, social and recreational programs for the university. This organization, whose membership consists of student volunteers, establishes a vital link to quality out-of-classroom experiences.

The facilities of the Joseph A. Danna Center provide the environment for the University Programming Board, the Student Government Association, and student organizational activities. In addition to containing food services, a bookstore, lounges, Student Affairs offices, meeting rooms, student organization offices, an art gallery, a service mall and recreational areas are located in the center.

RECREATIONAL SPORTS

The Department of Recreational Sports provides opportunities for Loyola students, employees and alumni to participate in competitive and noncompetitive, organized and informal sports and fitness activities. It is the express purpose of Recreational Sports to meet the diverse needs of the university community with a broad-based, comprehensive program including intramural sports, extramural sports, club sports, noncredit instructional

programs, open recreation and special interest programs. Students participating in all sports are responsible for ensuring that they are medically able to withstand the rigors of the physical activity in which they plan to engage. Likewise, all students should have sufficient personal injury insurance in the event of an accident.

The Recreational Sports Complex is a multipurpose sports facility which includes: courts for basketball, tennis, volleyball, badminton, soccer and floor hockey; racquetball courts; an Olympic-style natatorium for swimming and diving; a whirlpool; a suspended jogging track; a weight-lifting/conditioning area, and the Loyola Athletic Hall of Fame. It also has locker rooms, each with a sauna and steam room. Students are admitted free with their university ID card and may purchase memberships for immediate family members.

INTERCOLLEGIATE ATHLETICS

The Loyola Wolfpack intercollegiate athletic program competes in the NAIA (National Association of Intercollegiate Athletics), Division I, as a member of the Gulf Coast Athletic Conference (GCAC). Loyola currently fields teams in the following sports: men's and women's basketball, tennis, cross country, baseball, women's soccer and women's volleyball. By a student referendum conducted in 1991, the program is financially supported by a student fee dedicated to the intercollegiate athletic program. Loyola does not offer athletic scholarships to its athletes.



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GRADUATE FACULTY

- MARCIA M. ABIDE, Ph.D.**, *Assistant Professor of Education; Arts and Sciences.*
B.A., Newcomb College, Tulane University, 1959; M.Ed., Delta State University, 1986;
Ph.D., University of Virginia, 1994.
- S.L. ALEXANDER, Ph.D.**, *Assistant Professor of Communications; Arts and Sciences.*
B.A., University of Florida, 1968; M.A., University of Miami, 1970; Ph.D., University of
Florida, 1990.
- TIINA K. ALLIK, Ph.D.**, *Associate Professor of Systematic Theology; Arts and Sciences.*
B.S., Massachusetts Institute of Technology, 1972; M.A.R., Westminster Theological Seminary,
1974; Ph.D., Yale University, 1982.
- L. DEAN ANGELES, M.S.**, *Professor of Music; College of Music.*
A.S., Garden City Jr. College, 1964; B.M., Southwestern College, 1967; M.S., Fort Hays Kansas
State University, 1969.
- JESSE T. BARFIELD, Ph.D.**, *Professor of Accounting; Business Administration.*
B.S., Florida State University, 1961; M.A., *ibid.*, 1963; C.P.A., 1963; Ph.D., Louisiana State
University, 1971.
- JOHN W. BARNES, Ph.D.**, *Assistant Professor of Marketing; Business Administration.*
B.A., Arizona State University, 1969; M.B.A., *ibid.*, 1983; Ph.D., *ibid.*, 1992.
- JAMES H. BASKETT, Ph.D.**, *Associate Professor of Accounting; Business Administration.*
B.B.A., Texas Tech University, 1961; M.A., *ibid.*, 1966; M.B.A., West Texas State University,
1968; Ph.D., University of Arizona, 1976, C.P.A., 1982.
- PETER J. BERNARDI, S.J., Ph.D.**, *Assistant Professor of Religious Studies; Arts and Sciences.*
B.A., Xavier University, Cincinnati, 1972; M.A., University of Detroit, 1979; M. Div.,
Toronto School of Theology, University of Toronto, 1984; Licentiate in Sacred Theology,
Weston School of Theology, 1987; Ph.D., Catholic University of America, 1997.
- BARBARA A. BIHM, D.N.S., R.N.**, *Associate Professor of Nursing; City College.*
B.S.N., University of Southwestern Louisiana, 1973; M.S.N., Boston College, 1976; D.N.S.,
Louisiana State University Medical Center, 1991.
- MARY I. BLUE, Ph.D.**, *Associate Professor of Communications; Arts and Sciences.*
B.A., Iowa State University, 1975; M.A., University of Nebraska, Omaha, 1979; Ph.D.,
Louisiana State University, 1981.
- MICHAEL L. BRADEN, S.J., Ph.D.**, *Assistant Professor of Communications; Arts and Sciences.*
B.A., Loyola Marymount University, 1972; M.Div., Jesuit School of Theology, Berkeley, 1979;
S.T.M., *ibid.*, 1980; Ph.D., University of Illinois at Urbana—Champaign, 1995.
- MARTIN J. BRIDGEMAN, Ph.D.**, *Assistant Professor of Mathematics and Computer Science; Arts
and Sciences.*
B.A., Trinity College, Dublin, 1988; M.A., Princeton University, 1990; Ph.D., *ibid.*, 1994.
- DARLENE BROOKS**, *Associate Professor of Music Therapy; College of Music.*
B.S., Xavier University, 1968; B.M.T., Loyola University New Orleans, 1969; M.M.T.,
Loyola University New Orleans, 1983; Ph.D., Temple University, 1997.

ROGENE A. BUCHHOLZ, Ph.D., *Legendre-Soule Professor of Business Ethics and Professor of Management; Business Administration.*

B.A., North Central College, 1959; M.S., University of Illinois, 1960; B.D., Southern Methodist University, 1964; Ph.D., University of Pittsburgh, 1974.

TIMOTHY C. CAHILL, Ph.D., *Assistant Professor of Religious Studies; Arts and Sciences.*

B.A., Andhra University, 1984; Ph.D., University of Pennsylvania.

MARIA E. CALZADA, Ph.D., *Associate Professor of Mathematics and Computer Sciences; Arts and Sciences.*

A.B., Boston College, 1986; M.S., Tulane University, 1988; Ph.D., *ibid.*, 1991.

JANE C. CHAUVIN, Ph.D., *Professor of Education, Chair of the Department; Arts and Sciences.*

B.A., Our Lady of the Holy Cross College, 1962; M.Ed., Loyola University, New Orleans, 1970; Ph.D., University of Southern Mississippi, 1982.

RONALD C. CHRISTNER, Ph.D., *Associate Professor of Finance; Business Administration.*

B.A., St. Procopius College, 1969; M.S., University of Minnesota, 1971; Ph.D., *ibid.*, 1973.

MICHAEL A. COWAN, Ph.D., *Professor of Pastoral Theology; City College.*

B.A., Loyola University of Chicago, 1971; M.A., Ohio State University, 1973; Ph.D., *ibid.*, 1976; M.A., St. John's University, 1985.

BOGDAN D. CZEJDO, Ph.D., *Professor of Mathematics and Computer Science; Arts and Sciences.*

M.Sc., Warsaw Technical University, 1972; Ph.D., *ibid.*, 1975.

TONY DAGRADI, M.F.A., *Associate Professor of Music; College of Music.*

B.M., Loyola University, 1986; M.F.A., Tulane University, 1990.

MICHAEL A. DALTON, Ph.D., *Associate Professor of Accounting; Business Administration.*

B.B.A., Georgia State University, 1966; M.B.A., *ibid.*, 1968; Ph.D., *ibid.*, 1979; C.P.A., 1976.

ANTHONY A. DECUIR, Ph.D., *Professor, Associate Dean of the College of Music.*

B.S., Xavier University, 1970; Loyola University, 1970; M.M.T., *ibid.*, 1974; Ph.D., Louisiana State University, Baton Rouge, Louisiana, 1981.

MARGARET M. DERMODY, Ph.D., *Assistant Professor of Education; Arts and Sciences.*

B.A., University of New Orleans, 1972; M.Ed., *ibid.*, 1974; Ph.D., *ibid.*, 1987.

MARY ANN DOYLE, Ph.D., *Assistant Professor of Education; Arts and Sciences.*

B.A., Robert Bellarmine College, 1972; M.A., University of Louisville, 1974; Ph.D., Louisiana State University, 1992.

STEPHEN J. DUFFY, S.T.D., *Professor of Historical and Systematic Theology; Arts and Sciences.*

B.A., Marist College, 1954; S.T.L., Gregorian University, Rome, 1958; S.T.D., Catholic University, 1970.

MARCEL J. DUMESTRE, Ed.D., *Associate Professor of Religious Education; Dean, City College.*

B.S., Florida State University, 1969; M.R.E., Loyola University, New Orleans, 1984; Ed.D., Vanderbilt University, 1990.

NANCY McKENZIE DUPONT, Ph.D., *Instructor of Communications; Arts and Sciences.*

B.A., Loyola University New Orleans, 1974; M.A., *ibid.*, 1994; Cand., Ph.D., University of Southern Mississippi.

- JAMES S. EISESMAN, Ph.D.**, *Associate Professor of Communications; Arts and Sciences.*
A.B., Boston University, 1967; M.A., *ibid.*, 1970; Ph.D., *ibid.*, 1975.
- GERALD M. FAGIN, S.J., Ph.D.**, *Associate Professor of Systematic Theology; City College.*
B.A., Spring Hill College, 1962; M.A., *ibid.*, 1963; M.Th., Regis College, 1970; Ph.D., University of St. Michael's College, 1974.
- KEVIN A. FALL, Ph.D.**, *Assistant Professor of Education; Arts and Sciences.*
B.A., University of Texas at Austin, 1992; M.Ed., Southwest Texas State University, 1994; Ph.D., University of North Texas, 1997.
- CAROLINE M. FISHER, Ph.D.**, *Associate Professor of Marketing, M.Q.M. Director; Business Administration.*
B.A., Kalamazoo College, 1969; M.S., Eastern Michigan University, 1972; M.B.A., University of New Orleans, 1982; Ph.D., Bowling Green State University, 1975.
- BARBARA J. FLEISCHER, Ph.D.**, *Associate Professor of Pastoral Theology, Director of Loyola Institute of Ministry; City College.*
B.A., St. Louis University, 1970; M.S., *ibid.*, 1975; Ph.D., *ibid.*, 1978; M.P.S., Loyola University, New Orleans, 1990.
- WING FOK, Ph.D.**, *Associate Professor of Management, M.B.A. Director; Business Administration.*
B.B.A., Chinese University of Hong Kong, 1979; M.B.A., University of Baltimore, 1983; Ph.D., Georgia State University, 1992.
- SCOTT FREDRICKSON, D.A.**, *Professor of Music; Conrad N. Hilton Eminent Scholar in Music Industry Studies; College of Music.*
B.A., California State University—Fullerton, 1974; M.B.A., Pepperdine University, 1988; D.A., University of Northern Colorado, 1989.
- ELLEN FROHNMAYER, Artist Diploma**, *Assistant Professor; College of Music.*
B.A., Beloit College, 1970; Artist Diploma, The Curtis Institute of Music, 1975.
- PHILIP FROHNMAYER**, *Professor of Music; College of Music.*
A.B., Harvard University, 1969; M.M., University of Oregon, 1972.
- JAMES W. GAFFNEY, S.T.D.**, *Professor Emeritus of Ethics; Arts and Sciences.*
B.S., Spring Hill College, 1956; S.T.L., Woodstock College, 1963; M.A., Fordham University, 1965; M.Ed., Texas Southern University, 1972; S.T.D., Gregorian University, 1968.
- JOSEPH GANITSKY, D.B.A.**, *Professor; Business Administration.*
B.S., Universidad de los Andes, 1968; M.S., Georgia Institute of Technology, 1970; D.B.A., Harvard University, 1974.
- CATHRYN L. GLANVILLE, Ed.D., R.N.**, *Professor of Nursing; City College.*
B.S.N., Tuskegee Institute, 1951; M.A., Columbia University, 1957; M.Ed., Tuskegee Institute, 1965; Ed.D., Nova University, 1987.
- ROBERT K. GNUSE, Ph.D.**, *Professor of Old Testament; Arts and Sciences.*
M.Div., Concordia Seminary in Exile, 1974; S.T.M., *ibid.*, 1975; M.A., Vanderbilt, 1978; Ph.D., *ibid.*, 1980.
- VERNON J. GREGSON, Ph.D., J.D.**, *Professor of Systematic Theology; Arts and Sciences.*
A.B., Spring Hill College, 1965; M.A., *ibid.*, 1966; Ph.D., Marquette University, 1978, J.D., Loyola University New Orleans, 1993.

WILLIAM M. HAMMEL, Ph.D., *Associate Professor of Communications, Chair of the Department; Arts and Sciences.*

B.S.S., Loyola University, New Orleans, 1961; M.A., St. Louis University, 1965; Ph.D., University of Texas, 1974.

MARY KAY HARTMAN, R.N., M.S.N., *Instructor in Nursing; City College.*

A.S., LSU Medical Center, 1981; B.S.N., Loyola University New Orleans, 1994; M.S.N., Northwestern State University (La.), 1997.

JOSEPH HEBERT, JR., Ph.D., *Professor of Music Education; College of Music.*

B.M.E., Loyola University, New Orleans, 1963; Mus.M., Manhattan School of Music, 1965; Ph.D., University of Southern Mississippi, 1978.

TERI KLINE HENLEY, M.B.A., *Associate Professor of Communications; Arts and Sciences.*

B.A., Auburn University, 1980; M.B.A., Auburn University at Montgomery, 1986.

SANFORD HINDERLIE, M.M., *Associate Professor; College of Music.*

B.M., Washington State University, 1974; M.M., North Texas State University, 1982.

JERRY HOOD, Ph.D., *Professor of Finance, Business Administration.*

B.S., Louisiana Tech University, 1965; M.B.A., Texas Tech University, 1966; Ph.D., *ibid.*, 1971.

WILLIAM P. HORNE, D.M.A., *Associate Professor of Music; College of Music.*

B.M., Florida State University, 1974; M.M., Yale University, 1976; D.M.A., North Texas State University, 1983.

GWEN HOTCHKISS, M.M., *Associate Professor of Music; College of Music.*

B.M.E., Pittsburgh State University, Kansas, 1955; B.M., Conservatory of Music, Kansas City, MO, 1956; M.M., *ibid.*, 1957.

MARGARET HULLEY, D.M.A., *Assistant Professor of Music, Director of Choral Activities; College of Music.*

B.M.E., Sam Houston State University, 1983; M.M., *ibid.*, 1989; D.M.A., Louisiana State University, 1998.

DENIS R. JANZ, Ph.D., *Professor of Historical Theology; Arts and Sciences.*

B.A., University of Winnipeg, 1971; M.A., University of St. Michael's College, Toronto, 1974; Ph.D., *ibid.*, 1979.

BRENDA JOYNER, Ph.D., *Assistant Professor of Management; Business Administration.*

B.S., Virginia Commonwealth University, 1983; M.B.A., Emory University, 1987; Ph.D., University of Georgia, 1995.

MICHAEL R. KELLY, Ph.D., *Associate Professor of Mathematics and Computer Science; Arts and Sciences.*

B.S., University College at Cortland, 1975; M.A., State University of New York at Binghamton, 1977; Ph.D., *ibid.*, 1985.

KENNETH P. KEULMAN, Ph.D., *Associate Professor of Religious Studies; Arts and Sciences.*

A.B., Maryknoll College, 1964; M.A., Theologate, Archdiocese of San Francisco, 1969; Ph.D., University of St. Michael's College, Toronto, 1979.

MICHELLE KIRTLEY, Ph.D., *Assistant Professor of Management; Business Administration.*

B.A., Auburn University, 1991; M.A., *ibid.*; Ph.D., Louisiana State University, 1999.

- EDWARD J. KVET, D.M.E.,** *Professor of Music, Dean; College of Music.*
B.M.E., Baldwin-Wallace College, 1971; M.M., University of Cincinnati, 1973; D.M.E.,
ibid., 1982.
- BERNARD J. LEE, S.M., Th.D.,** *Professor of Theology; City College.*
B.A., St. Mary's University, 1954; M.A., Catholic University, 1958; S.T.B., Université
de Fribourg, 1965; Ph.L., ibid., 1967; Th.D., Graduate Theological Union, Berkeley, 1972.
- JUSTIN E. LEVITOV, Ph.D.,** *Associate Professor of Education; Arts and Sciences.*
B.A., University of South Florida, 1973; M.A., ibid., 1974; Ph.D., University of New Orleans,
1980.
- AIHUA LI, Ph.D.,** *Associate Professor of Mathematics and Computer Science; Arts and Sciences.*
B.S., Beijing University of Science and Technology, China, 1982; M.S., ibid., 1984; M.S.,
University of Nebraska—Lincoln, 1991; Ph.D., ibid., 1994.
- JING LI, Ph.D.,** *Assistant Professor of Management; Business Administration.*
M.S., Zhejiang University, China, 1982; Ph.D., Oklahoma State University, 1995.
- XUEFENG LI, Ph.D.,** *Associate Professor of Mathematics and Computer Science; Arts and Sciences.*
B.S., Beijing University of Science and Technology, 1984; Ph.D., Tulane University, 1990.
- ANTONIO M. LOPEZ, Ph.D.,** *Professor of Mathematics and Computer Science; Arts and Sciences.*
B.S., Loyola University New Orleans, 1970; M.S., Clemson University, 1973; Ph.D., ibid., 1976.
- ALFRED L. LORENZ, Ph.D.,** *Professor of Communications; Arts and Sciences.*
B.S., Marquette University, 1958; M.A., Southern Illinois University, Carbondale, 1965;
Ph.D., ibid., 1968.
- JOHN MAHONEY, M.M.,** *Associate Professor of Music; College of Music.*
B.S., SUC at Potsdam, New York, 1970; M.M., Eastman School of Music; Jazz and
Contemporary Media, 1978.
- LISA C. MARTIN, M.A.,** *Instructor of Communications; Arts and Sciences.*
B.A., Loyola University New Orleans, 1980; M.A., ibid., 1995.
- JAMES MacKAY, M.M.,** *Assistant Professor of Music; College of Music.*
B.M., McGill University, 1987; M.M., ibid., 1991.
- H. JAC McCracken, JR., M.M.,** *Associate Professor of Music; Interim Associate Dean;
College of Music.*
B.M., East Carolina University, 1970; M.M., University of Cincinnati, 1974.
- HARRY McMURRAY, Ph.D.,** *Associate Professor of Music; College of Music.*
B.A., Tulane University, 1960; M.Mus., North Texas State University, 1971; M.Div., Toronto
School of Theology, 1972; Ph.D., Graduate Theological Union, Berkeley.
- RAJIV MEHTA, Ph.D.,** *Assistant Professor of Marketing; Business Administration.*
B. COM., St. Xavier's College, Calcutta, 1979; M.B.A., University of Scranton, 1985; Ph.D.,
Drexel University, 1994.
- JANET G. MELANCON, Ed.D.,** *Professor of Education, Adjunct Professor of Mathematics
and Computer Science; Arts and Sciences.*
B.S., McNeese University, 1970; M.Ed., University of New Orleans, 1978; Ed.D., ibid., 1981.

KENNETH C. MESSA, Ph.D., *Associate Professor of Mathematics and Computer Science; Chair of the Department; Arts and Sciences.*

B.S., Tulane University, 1972; Ph.D., *ibid.*, 1976; M.S., *ibid.*, 1990.

JOHN R. MURPHY, D.M.A., *Professor of Music; College of Music.*

B.M., Southern Illinois University, 1970; M.M., University of Washington, 1973; D.M.A., University of Michigan, 1977.

DAVID M. MYERS, Ph.D., *Associate Professor of Communications; Arts and Sciences.*

B.A., Yale University, 1975; M.A., University of Southwest Louisiana, 1977; M.F.A., Florida State University, 1979; Ph.D., University of Texas, Austin, 1984.

MARY ANN NEMCEK, D.N.S., R.N., *Assistant Professor of Nursing; City College.*

B.S.N., California State University at Sacramento, 1977; M.N., LSU Medical Center School of Nursing, 1980; D.N.S., *ibid.*, 1988.

ALLEN NISBET, M.M., *Assistant Professor of Music; College of Music.*

B.M., University of Illinois; M.M., *ibid.*, 1975.

J. PATRICK O'BRIEN, Ph.D., *Professor of Economics; Dean; Business Administration.*

B.S., Auburn University, 1967; M.S., *ibid.*, 1969; Ph.D., Oklahoma State University, 1977.

KATHLEEN O'GORMAN, Ed.D., *Associate Professor of Religious Education; City College.*

B.A., Notre Dame of Maryland, 1970; M.R.E., Loyola University, New Orleans, 1978; M.Ed., Columbia University, 1984; Ed.D., *ibid.*, 1986.

MARINA H. ONKEN, Ph.D., *Assistant Professor of Management; Business Administration.*

B.S., South Dakota University, 1985; M.B.A., North Dakota University, 1990; Ph.D., University of Nebraska-Lincoln, 1997.

BRENDA OWENS, Ph.D., R.N., *Associate Professor of Nursing; City College.*

B.S.N., Dillard University, 1971; M.S.N., The Catholic University of America, 1978; Ph.D., Texas Woman's University, 1991.

LESLIE G. PARR, Ph.D., *Assistant Professor of Communications; Arts and Sciences.*

B.A., Trinity College, 1971; M.A., Northeastern University, 1980; M.F.A., Tulane University, 1988; Ph.D., *ibid.*, 1994.

MICHAEL M. PEARSON, Ph.D., *Professor of Marketing; Business Administration.*

B.A., Gustavus Adolphus College, 1965; M.B.A., University of Colorado—Boulder, 1968; Ph.D., *ibid.*, 1971.

CECILY RAIBORN, Ph.D., *Professor of Accounting; Business Administration.*

B.S., Louisiana State University, 1971; M.B.A., *ibid.*, 1973; Ph.D., *ibid.*, 1975.

A. DUANE RANDALL, Ph.D., *Professor of Mathematics and Computer Science; Arts and Sciences.*

B.A., Butler University, 1962; M.S., Stanford University, 1964; Ph.D., University of California at Berkeley, 1968.

EARL J. RICHARD, Ph.D., *Professor of New Testament; Arts and Sciences.*

B.A., Catholic University, 1963; M.Th. & M.A., University of Ottawa, 1967; M.A., Johns Hopkins, 1972; Ph.D., Catholic University, 1976.

FLORENCE P. RIVETTE, M.Ed., *Instructor of Education, Certification Advisor; Arts and Sciences.*

B.S., Louisiana State University, 1956; M.Ed., Loyola University New Orleans, 1966.

- J. CATHY ROGERS, Ph.D.**, *Associate Professor of Communications; Arts and Sciences.*
B.A., Louisiana College, 1982; M.J., Louisiana State University, 1985; Ph.D., Ohio University, 1993.
- MICHAEL T. SALIBA II, Ph.D.**, *Associate Professor of Economics; Business Administration.*
B.A., University of Alabama, 1967; M.A., University of Oklahoma, 1971; Ph.D., *ibid.*, 1972.
- JANNA SASLAW, Ph.D.**, *Associate Professor of Music Theory; College of Music.*
B.A. Barnard College, 1980; M.A., Columbia University, 1985; M. Phil., *ibid.*, 1987; Ph.D., *ibid.*, 1992.
- KATARZYNA SAXTON, Ph.D.**, *Associate Professor of Mathematics and Computer Science; Arts and Sciences.*
M.Sc., University of Warsaw, 1972; Ph.D., Polish Academy of Sciences, 1979.
- STEPHEN M. SCARIANO, Ph.D.**, *Associate Professor of Mathematics and Computer Science; Arts and Sciences.*
B.S., Loyola University New Orleans, 1977; M.S., Texas Tech University, 1981; Ph.D., *ibid.*, 1983.
- ELYSSA BLANTON SCHULTZ, Ph.D.**, *Assistant Professor of Management; Business Administration.*
B.S., University of Alabama, 1989; M.B.A., *ibid.*, Ph.D., Louisiana State University, 1997.
- LIZ B. SCOTT, B.A.**, *Instructor of Communications; Arts and Sciences.*
B.A., Loyola University New Orleans, 1964.
1971; Ph.D., Fordham University, 1976.
- A. MICHAEL SIBLEY, Ph.D.**, *Professor of Finance; Business Administration.*
B.S., Appalachian State University, 1966; M.A., *ibid.*, 1968; Ph.D., University of South Carolina, 1972.
- THOMAS A. SMITH, Ph.D.**, *Associate Professor of Early Christianity, Chair of the Department of Religious Studies; Arts and Sciences.*
B.A., University of Washington, 1978; M.C.S., Regent College, Vancouver, 1983; M.A., University of Notre Dame, 1986; Ph.D., *ibid.*, 1988.
- DAVID P. SWANZY, Ph.D.**, *Professor Emeritus of Music; Dean, College of Music.*
B.M.E., Centenary College, 1958; M.M., Michigan State University, 1962; Ph.D., *ibid.*, 1966.
- ROBERT A. THOMAS, Ph.D.**, *Professor and Chair in Environmental Communications; Arts and Sciences.*
B.S., University of Southwestern Louisiana, 1970; M.S., Texas A&M University, 1974; Ph.D., *ibid.*, 1976.
- RALPH P. TUCCI, Ph.D.**, *Associate Professor of Mathematics and Computer Science; Arts and Sciences.*
B.A., Brown University, 1970; M.A., University of Wisconsin-Milwaukee, 1972; Ph.D., *ibid.*, 1976; M.S., Tulane University, 1985.
- B. GAIL TUMULTY, R.N., Ph.D.**, *Associate Professor of Nursing; City College.*
B.S.N., St. Louis University, 1975; M.S.N., *ibid.*, 1980; Ph.D., University of Texas, 1990.
- DEBORAH WALKER, Ph.D.**, *Associate Professor of Economics; Business Administration.*
B.S., Arizona State University, 1980; M.B.A., *ibid.*, 1982; M.A., George Mason University, 1985; Ph.D., *ibid.*, 1987.

CATHERINE L. WESSINGER, Ph.D., *Professor of History of Religions; Chair of the Department; Arts and Sciences.*

B.F.A., University of South Carolina, 1974; Ph.D., University of Iowa, 1985.

BILLIE A. WILSON, R.N., Ph.D., *Professor of Nursing, Director of Nursing Program; City College.*

B.S., Newton College of the Sacred Heart, 1965; M.S., Purdue University, 1973; B.S.N., Northwestern State University, 1978; M.N., Louisiana State University Medical Center, 1981; Ph.D., University of New Orleans, 1987.

J. STUART WOOD, Ph.D., *Associate Professor of Finance/Economics; Business Administration.*

B.S., Tulane University, 1966; M.S., Princeton University, 1970; M.B.A., New York University, C.B.A., 1975; M.Phil., *ibid.*, 1978; Ph.D., *ibid.*, 1980.

CATHERINE P. ZEPH, Ed.D., *Assistant Professor of Religious Education; City College.*

B.A., Drew University, 1978; M.A., George Washington University, 1984; Ed.D., University of Georgia, 1989; M.T.S., Jesuit School of Theology, 1996.



THE STORY OF LOYOLA UNIVERSITY

The Jesuits were among the earliest settlers of New Orleans and Louisiana. A Jesuit chaplain accompanied Iberville on his second expedition, and the fathers are credited with introducing the growing of sugar cane to Louisiana, paving the way for one of the state's prime industries. They probably brought this from their West Indies farms and planted it on the plantation they bought from former Governor Bienville in 1725. This tract, used by the fathers as a staging area or supply base for their activities in ministering to the needs of settlers and Indians in the up-country, was located "across the common" (now Canal Street), running along the Mississippi River to what is now Jackson Avenue. When the Jesuit order was banned from the French colonies in 1763, the land was sold at public auction.

The city's leaders, including Bienville, had long hoped for a Jesuit college. After the Jesuit order was restored, the Bishop of New Orleans implored the Jesuits in France to come to the city. In 1837 seven Jesuit priests arrived. After weighing several sites, they decided that Grand Coteau, in St. Landry Parish, was a better site for their boarding college than the fever-ridden city.

Meanwhile, New Orleans continued its dramatic growth, despite yellow fever. The desire for a Jesuit college here intensified in both the citizens and the fathers. In 1847, the priests bought a small piece of the same land they had owned nearly a century before, and in 1849, the College of the Immaculate Conception opened its doors at the corner of Baronne and Common streets.

This college became a well established and beloved institution. As the city grew, however, it became obvious to Rev. John O'Shanahan, S.J., superior general of the province, that the downtown area would become too congested for a college. He began looking for a suburban site.

The Cotton Centennial Exposition in 1884 had given impetus to the development of the uptown section of the city, especially around Audubon Park. This area was reached by the New Orleans and Carrollton Railroad which ran from Lee Circle to the City of Carrollton on the present roadbed of the St. Charles streetcar line. Father O'Shanahan learned that a large site directly across from the park was available. This was the site of the Foucher Plantation, owned by Paul Foucher, son of a New Orleans mayor and son-in-law of Etienne de Bore, famed as the granulator of sugar from cane syrup.

The entire Foucher site was offered to Father O'Shanahan for the sum of \$75,500. It included the land now occupied by Loyola and Tulane universities, Sophie Newcomb College, and Audubon Place. The priest's advisors dissuaded him from purchasing this lest the acquisition of such a large tract bring on the charge of commercialism. He acceded, but said later he wished he had not since he could have within 10 days sold enough of the property "to pay for the entire tract I bought and to put aside a sinking fund for the education of our young men."

The section of the Foucher estate Father O'Shanahan bought in 1886 fronted on St. Charles and ran approximately to the Claiborne canal. It was purchased with the assistance of Chief Justice Edward Douglass White, a Jesuit alumnus, and the Brousseau family.

The price was \$22,500, paid in three installments at six percent interest. On the day the act was signed, the fathers were offered \$7,500 more for the property.

In May 1890, the parish of Most Holy Name of Jesus was established for the area. Rev. John Downey, S.J., was the first pastor. A frame church, known affectionately among Orleanians as "Little Jesuits," was built, and Mass was celebrated in it in May 1892.

In 1904, the long-planned Loyola College, together with a preparatory academy, opened its doors. First classes were held in a residence located to the rear of the church on what is now Marquette Place. The first president was the Rev. Albert Biever, S.J., who was appointed by the provincial, Rev. William Power, S.J.

The college grew steadily. Father Biever promised and did give a holiday when the student body reached 50. In 1907, Father Biever called a meeting of prominent Catholic laymen to plan for a new building. Acting chairman was W.E. Claiborne. Out of his group grew the Marquette Association for Higher Education with B.A. Oxnard as chairman. In 1910, this group, with the assistance of its ladies auxiliary, was responsible for the building of Marquette Hall, queen of Loyola's buildings and centerpiece of its campus horseshoe. Strongly encouraged by Archbishop Blenk and prominent New Orleanians, the Jesuits and the Marquette Association had several years previously begun to make plans for expansion to a university.

In 1911, the Jesuit schools in New Orleans were reorganized. Immaculate Conception College became exclusively a college preparatory school and was given the preparatory students of Loyola College. The downtown institution relinquished its higher departments—what are now known as college programs—to Loyola, which was in the process of becoming a university.

On May 28, 1912, a bill was introduced in the Louisiana Senate by Senator William H. Byrnes, Jr., of Orleans Parish which proposed to grant a university charter to Loyola. It was passed unanimously and sent to the State House of Representatives. There was some backstage opposition and Father Biever, fearing a fatal snag, made an impassioned speech to the house. The bill passed and on July 10, 1912, the governor signed the act authorizing Loyola to grant university degrees.

Under the direction of the dynamic Father Biever and with the advice and financial support of New Orleans citizens, the new university grew dramatically. Thomas Hall, residence for the fathers, was dedicated in 1912. The new church known as the McDermott Memorial, with its soaring tower arose in 1913.

In that year also the New Orleans College of Pharmacy, incorporated in 1900 by its founder, Dr. Philip Asher, chose to affiliate with Loyola. In 1919, the college merged completely with the university. The college was discontinued in 1965.

The School of Dentistry was organized in 1914 with Dr. C. Victor Vignes as first dean. First classes were held in Marquette Hall. The school was transferred to Bobet Hall when that building was completed in 1924. The college was phased out between 1968 and 1971 and picked up a class a year by the Louisiana State University Medical Center.

The School of Law also was established in 1914 with Judge John St. Paul as founding dean. First classes were held at night in Alumni Hall near the College of Immaculate Conception. However, after the first year they were moved to the new university. In 1973, the law school moved into an ultramodern building specifically designed for that purpose.

Dr. Ernest Schuyten had founded the New Orleans Conservatory of Music and Dramatic Art in 1919. It was first located at Felicity and Coliseum streets and later moved to Jackson Avenue and Carondelet Street. It was incorporated into Loyola University in 1932 as the College of Music. The next year it moved to the Loyola campus with Dr. Schuyten as dean.

From 1926 to 1947, a four-year degree program leading to a bachelor of science degree in economics was offered by the College of Arts and Sciences. In 1947 the Department of Commerce of the College of Arts and Sciences expanded into the full-

fledged College of Business Administration granting a bachelor of business administration degree. The college moved into Stallings Hall shortly thereafter. Dr. John V. Conner was the first dean. In 1950, the college was admitted to associate membership in the American Assembly of Collegiate Schools of Business, and in 1957, the college was admitted to full membership. In 1983, the college was renamed the Joseph A. Butt, S.J., College of Business Administration in honor of the Jesuit priest who taught generations of Loyola business students. The college moved to Miller Hall, its present home, in 1986.

The university thus has a colorful and distinguished history marked by the zeal and scholarship of the Jesuit fathers and the valued advice and support of leading citizens of New Orleans. Hundreds of the city's top leaders received their education from the Jesuits at Loyola University, or its predecessor, the College of the Immaculate Conception. Teachers, scientists, attorneys, pharmacists, musicians, and business executives call Loyola their alma mater.

Loyola has a colorful sports history. A double-decker stadium on Freret Street was the scene of exciting football games, including the first collegiate night game in the south. Olympic and national champions have worn the maroon and gold. The intercollegiate athletics program was discontinued in 1972 but reinstated in 1991, following a student referendum in which students voted for its return. The Wolfpack currently competes in the N.A.I.A. (National Association of Intercollegiate Conference) for both men and women.

In 1964, Loyola completed major physical plant expansion with the dedication of three new buildings, a 404-student residence hall, a university center named "Dr. Joseph A. Danna Student Center," and a central heating/cooling plant. In 1967, Buddig Hall, a 412-student women's residence, was dedicated.

In 1969, the university completed the largest academic structure in its history, the 180,000-square-foot J. Edgar Monroe Memorial Science Building. Today this impressive structure houses science-oriented departments and is known as Monroe Hall.

In 1984, the university purchased the 4.2-acre Broadway campus, formerly the campus of St. Mary's Dominican College. The Broadway campus, located on St. Charles Avenue at Broadway, is a few blocks from Loyola's main campus. Major renovations were completed to two existing buildings in 1986, creating modernized housing for the School of Law and Law Library.

In 1986, a 115,000-square-foot Communications/Music Building was dedicated. The building, constructed on the corner of St. Charles Avenue and Calhoun Street, houses the Department of Communications and the College of Music. The building boasts, in addition to the latest technology for broadcasting and music studios, the 600-seat Louis J. Roussel Performance Hall.

The six-level Recreational Sports Complex was dedicated in February 1988. The RecPlex includes two floors of racquetball, tennis, basketball and volleyball courts; a natatorium with diving pool, whirlpool, sauna and steam room; an elevated jogging track and weight room. The building also houses a four-story parking garage.

In 1989, historic Greenville Hall on the Broadway campus was renovated to provide office space for the Division of Institutional Advancement (alumni/parent relations, development, public affairs, and publications). This outstanding Italianate structure was built in 1892 for St. Mary's Academy, a girls' school established in 1861 by Dominican nuns from Cabra, Ireland. In 1864 when the nuns acquired the property on which the building sits, the area was known as the village of Greenville, a community which was annexed by the City of New Orleans in 1870. In 1910, the academy became St. Mary's Dominican College. In 1984, the same year Loyola bought the Broadway campus, Greenville was designated a historic landmark by the Orleans Parish Landmarks Commission.

Loyola's Broadway campus today also includes the School of Law, Cabra Residence

Hall and the Department of Visual Arts in St. Mary's Hall.

In 1993, Loyola purchased the old Mercy Academy at the corner of Calhoun and Freret streets. The facility was renovated in 1994 – 95 and a number of departments moved in including the Office of Human Resources, the Office of International Student Affairs, and the Department of Education. The newly established Jesuit Center and Women's Center are also housed there.

During the 1994 – 95 academic year, the School of Law celebrated its 80th anniversary; City College celebrated its 25th anniversary during the 1995 – 96 academic year; and the College of Business Administration celebrated its 50th anniversary during the 1997 – 98 academic year.

In 1996, Loyola officially changed its name to Loyola University New Orleans to distinguish itself from other Jesuit institutions with similar names.

Loyola continues to grow and expand physically. A new 500-car parking garage was completed on West Road in 1996. The new 150,000-square-foot, 550,000-volume-capacity J. Edgar and Louise S. Monroe Library opened its doors in January 1999 and was dedicated in February 1999. *Thresholds: The Campaign for Loyola University New Orleans* supported the library project and provided funding endowment for faculty and staff support and endowment for student financial aid. The \$50 million capital campaign, the largest in Loyola's history, exceeded goal within its established five-year framework (1993 – 1998) with a total of over \$51 million raised. A new residence hall was also completed in 1999.

Loyola University New Orleans is one of 28 Jesuit colleges and universities in the United States and the largest Catholic university south of St. Louis in an area extending from Arizona to Florida. It is open to students of all faiths.

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES

1717 Massachusetts Avenue, N.W.

Suite 402

Washington, D.C., 20036

Telephone: (202) 667-3888

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Los Angeles

Santa Clara University,
Santa Clara

University of San Francisco,
San Francisco

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Regis University, Denver

CONNECTICUT

Fairfield University, Fairfield

DISTRICT OF COLUMBIA

Georgetown University

ILLINOIS

Loyola University Chicago

LOUISIANA

Loyola University New Orleans

MARYLAND

Loyola College in Maryland

MASSACHUSETTS

Boston College, Boston

College of the Holy Cross, Worcester

MICHIGAN

University of Detroit Mercy

MISSOURI

Rockhurst College, Kansas City
St. Louis University, St. Louis

NEBRASKA

Creighton University, Omaha

NEW JERSEY

Saint Peter's College, Jersey City

NEW YORK

Canisius College, Buffalo
Fordham University, New York
LeMoyne College, Syracuse

OHIO

John Carroll University, Cleveland
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University of Scranton, Scranton

WASHINGTON

Gonzaga University, Spokane
Seattle University, Seattle

WEST VIRGINIA

Wheeling Jesuit University, Wheeling

WISCONSIN

Marquette University, Milwaukee

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ACADEMIC CALENDAR

University-wide

FALL SEMESTER 1999[†]

AUGUST

- 23 M.....President's Convocation for faculty and staff
25 W.....New students who did not attend the Summer Orientation session arrive
26 - 27 TH - F.....Last Summer Orientation session
27 F.....New students who attended an earlier Summer Orientation arrive
Registration begins for new and readmitted undergraduates, evening and graduate students, and continuing undergraduates
Drop/add for enrolled students begins
27 - 29 F - SU....."Catch the Action" fall orientation program
30 M.....Undergraduate and graduate classes begin
30 - Sept. 3 M - F.....Late registration (\$20 fee) and drop/add continues
31 T.....New freshman meet with faculty (12:30 p.m. - 2 p.m.)

SEPTEMBER

- 3 F.....Last day to be admitted and registered
Last day to drop/add
Last day to change to full-time status or to audit
Last day for 100% refund
6 M.....Labor Day holiday
9 TH.....Mass of the Holy Spirit; 11 a.m. classes canceled
10 F.....Last day for 90% refund

OCTOBER

- 1 F.....Last day for 50% refund
8 F.....Spring and summer 1999 incomplete (I) grades changed to F (except School of Law)
11 M.....Loyola Day; all day classes cancelled
15 F.....Midterm grades due in deans' offices by noon
29 F.....Last day to apply for graduation in May and August 2000; last day for 25% refund

NOVEMBER

- 1 M.....All Saints Day holiday
2 T.....Spring 2000 advising and early registration begins
3 W.....Last day to withdraw
24 - 26 W - F.....Thanksgiving holidays for undergraduate and graduate students
29 M.....Classes resume

DECEMBER

- 8 W.....Last day division, evening division, and graduate division classes
9 TH.....Day division study day; no examinations may be given except as per the final exam schedule
9 - 15 TH - WGraduate division examinations
9 - 16 TH - TH...Evening division examinations
10 - 16 F - TH.....Day division examinations
18 SA.....Baccalaureate Mass for candidates for graduation in December 1999
19 SU.....Commencement for candidates for graduation in December 1999
20 M.....Grades for undergraduate and graduate students due in deans' offices by noon

[†] Above dates are subject to change. Please refer to Loyola's website—www.loyno.edu—for official dates.

SPRING SEMESTER 2000[†]

JANUARY

- 8 SAMBA orientation
- 9 SUNew students arrive
- 10 MOrientation for new undergraduate students
Registration begins for new and readmitted undergraduates, evening and graduate students
- 11 TPresident's Convocation for faculty and staff
Registration begins for undergraduate day divisions; continues for all other colleges
Drop/add for enrolled students begins
- 12 WUndergraduate and graduate classes begin
- 12 – 18 W – TLate registration (\$20 fee) and drop/add continues
- 17 MMartin Luther King, Jr., birthday holiday
- 18 TLast day to be admitted and registered
Last day to change to full-time status or to audit
Last day for 100% refund
- 25 TLast day for 90% refund

FEBRUARY

- 15 TLast day for 50% refund
- 18 FFall 1999 incomplete (1) grades changed to F (except School of Law)

MARCH

- 1 WMidterm grades due in deans' offices by noon
- 6 – 10 M – FMardi Gras holidays
- 9 THClasses resume
- 14 TLast day for 25% refund
- 17 FLast day to withdraw
- 31 FLast day to apply for graduation in December 1997

APRIL

- 3 MSummer/fall 2000 advising and early registration begins
- 19 – 21 W – FEaster holidays for evening and graduate classes
- 19 – 24 W – MEaster holidays for undergraduate day classes
- 24 MClasses resume for undergraduate evening and graduate evening classes
(4 p.m. or later)
- 25 TClasses resume for undergraduate day classes

MAY

- 3 WLast day division, evening division, and graduate division classes
- 4 THStudy day for day division; no examinations may be given except as per the final exam schedule
- 4 – 10 TH – WGraduate division examinations
- 4 – 11 TH – THEvening division examinations
- 5 – 11 F – THDay division examinations
- 10 WGraduating seniors' grades due in deans' offices by noon
- 11 THUniversity Baccalaureate Mass
- 13 SACommencement for colleges of Arts and Sciences, Business Administration, City College, Music, and graduate division
- 17 WGrades for undergraduate and graduate students due in deans' offices by noon

[†] Above dates are subject to change. Please refer to Loyola's website—www.loyno.edu—for official dates.

SUMMER 2000[†]

MAY

- 25 THALL SESSIONS: Registration*
 26 FALL SESSIONS: Registration continues*

FIRST FIVE-WEEK SESSION

MAY

- 25 THRegistration
 26 FRegistration continues
 30 TClasses begin**
 Late registration begins and drop/add continues
 31 WLast day for late registration and drop/add
 Last day to change to audit (Office of Student Records)
 Last day for 100% refund

JUNE

- 2 FLast day for 90% refund
 7 WLast day for 50% refund
 16 FLast day to withdraw
 Last day for 25% refund
 30 FFinal examinations on last class day

JULY

- 4 TUniversity holiday
 7 FGrades due in deans' offices by noon

EDUCATION FIVE-WEEK SESSION

MAY

- 25 THRegistration
 26 FRegistration continues

JUNE

- 12 MRegistration and drop/add
 Classes begin**
 13 TLate registration begins and drop/add continues
 Last day for 100% refund
 14 WLast day for late registration and drop/add
 Last day to change to audit (Office of Student Records)
 15 THLast day for 90% refund
 20 TLast day for 50% refund
 29 THLast day for 25% refund

JULY

- 3 MLast day to withdraw
 4 TUniversity holiday
 17 - 18 M - TFinal examinations
 21 FGrades due in dean's office by noon

CITY COLLEGE EIGHT-WEEK SESSION

MAY

- 25 THRegistration
- 26 FRegistration continues
- 30 TClasses begin**
Late registration begins and drop/add continues
- 31 WLast day for late registration and drop/add
Last day to change to audit (Office of Student Records)
Last day for 100% refund

JUNE

- 5 MLast day for 90% refund
- 13 TLast day for 50% refund
- 27 TLast day for 25% refund
- 29 THLast day to withdraw

JULY

- 4 TUniversity holiday
- 26 - Aug. 1 W - TFinal examinations

AUGUST

- 4 FGrades due in dean's office by noon

SECOND FIVE-WEEK SESSION

MAY

- 25 THRegistration
- 26 FRegistration continues

JULY

- 3 MRegistration and drop/add
Classes begin **
- 4 TUniversity holiday
- 5 WLate registration begins and drop/add continues
Last day for 100% refund
- 6 THLast day for late registration and drop/add
Last day to change to audit (Office of Student Records)
Last day for 90% refund
- 11 TLast day for 50% refund
- 20 THLast day for 25% refund
- 21 FLast day to withdraw

AUGUST

- 3 - 4 TH - FFinal examinations on last class day
- 8 TGrades due in deans' offices by noon

MBA FIRST SIX-WEEK SUMMER SESSION

MAY

- 22 MClasses begin and registration
- 23 TLate registration begins and drop/add continues
Last day for 100% refund
- 24 WLast day for late registration and drop/add
Last day to change to audit (Office of Student Records)
- 26 FLast day for 90% refund

JUNE

- 1 TH.....Last day for 50% refund
- 12 M.....Last day to withdraw
.....Last day for 25% refund
- 28 – 29 W – THFinal examinations on last class day

JULY

- 4 T.....University holiday
- 6 TH.....Grades due in dean's office by noon

MBA SECOND SIX-WEEK SUMMER SESSION

JULY

- 5 W.....Classes begin and registration
- 6 TH.....Late registration begins and drop/add continues
.....Last day for 100% refund
- 10 M.....Last day for late registration and drop/add
.....Last day to change to audit (Office of Student Records)
.....Last day for 90% refund
- 17 M.....Last day for 50% refund
- 26 W.....Last day to withdraw
.....Last day for 25% refund

AUGUST

- 9 – 10 W – THFinal examinations on last class day
- 15 T.....Grades due in dean's office by noon

* Students may register for each session at that session's registration. Check with your advisor or dean's office for available times for advisement and online registration time periods.

** Students with morning classes may first attend classes and then register. If you have any questions or concerns, the Office of Student Records is available Monday – Friday (8:30 a.m. – 4:45 p.m. (until 6 p.m. on Wednesdays when classes are session). Law students should contact the Office of Student Records in the School of Law. Summer Bridge students should contact the Office of Academic Enrichment. Please refer to the "General Information" section in the Registration Schedule for additional information.

† Above dates are subject to change. Please refer to Loyola's website—www.loyola.edu—for official dates.

FALL 2000[†]

AUGUST

- 21 MPresident's convocation for faculty and staff
- 23 WNew students who did not attend summer orientation Arrive
- 24 – 25 TH – FOrientation session for new students who arrived on August 23
- 25 FNew students who attended summer orientation arrive
 Registration begins for: new and readmitted undergraduates;
 Evening and graduate students; continuing undergraduates
 Drop/add for enrolled students begins
- 25 – 27 F – SU "Catch the Action" fall orientation program
- 26 SATMBA orientation
- 28 MClasses begin
- 28 – Sept. 1 M – FLate registration (\$20 fee) begins and drop/add continues
- 29 TNew freshmen meet with faculty (12:30 p.m. – 2 p.m.)

SEPTEMBER

- 1 FLast day to be admitted and registered
 Last day to drop/add (LSTAR will remain open until midnight Monday,
 September 4)
 Last day to change to full-time status or to audit
 Last day for 100% refund
- 4 MLabor Day holiday
- 8 FLast day for 90% refund
- 14 THMass of the Holy Spirit: 11 a.m. classes canceled
- 29 FLast day for 50% refund

OCTOBER

- 6 FSpring and summer 2000 incomplete (I) grades changed to F
- 9 MLoyola Day: All day classes canceled
- 13 FMid-term grades due in deans' offices by noon
- 27 FLast day to apply for graduation in May and August 2001
 Last day for 25% refund

NOVEMBER

- 1 WAll Saints Day holiday
- 2 THSpring 2001 advising and early registration begins
- 3 FLast day to withdraw
- 22 – 24 W – FThanksgiving holidays
- 27 MClasses resume

DECEMBER

- 6 WLast day division, evening division and graduate division classes
- 7 THDay division study day: No examinations may be given except as per the
 final exam schedule
- 7 – 13 TH – WGraduate division examinations
- 7 – 14 TH – THEvening division examinations
- 8 – 14 F – THDay division examinations
- 16 SABaccalaureate Mass for candidates for graduation in December 2000
- 17 SUCommencement for candidates for graduation in December 2000
- 18 MGrades for undergraduate and graduate students due in deans' offices by
 noon

[†] Above dates are subject to change. Please refer to Loyola's website—www.loyno.edu—for official dates.

SPRING 2001[†]

JANUARY

- 10 WPresident's convocation for faculty and staff
New students arrive
- 11 THOrientation for new undergraduate students
Registration begins for new and readmitted undergraduates, evening, and graduate students
- 12 FRegistration begins for undergraduate day division; continues for all other colleges
Drop/add for enrolled students begins
- 13 SATMBA orientation
- 15 MMartin Luther King, Jr's birthday holiday
- 16 TClasses begin
- 16 – 22 T – MLate registration (\$20 fee) and drop/add continues
- 22 MLast day to be admitted and registered
Last day for drop/add (LSTAR will remain open until midnight)
Last day to change to full-time status or to audit
Last day for 100% refund
- 29 MLast day for 90% refund

FEBRUARY

- 19 MLast day for 50% refund
- 26 – Mar. 2 M – FMardi Gras holidays

MARCH

- 5 MClasses resume
Fall 2000 incomplete grades (I) changed to F
- 12 MMid-term grades due in deans' offices by Noon
- 19 MLast day to withdraw
Last day for 25% refund
- 30 FLast day to apply for graduation in December 2001

APRIL

- 11 – 13 W – FEaster holidays for evening and graduate classes
- 11 – 16 W – MEaster holidays for undergraduate day classes
- 16 MClasses resume for undergraduate evening and graduate evening classes
(4 p.m. or later)
- 17 TClasses resume for undergraduate day classes
- 23 MSummer/fall 2001 advising and early registration begins

MAY

- 7 MLast day division, evening division and graduate division classes
- 8 TStudy day for day division; No examinations may be given except as per the final exam schedule
- 8 – 14 T – MGraduate division examinations
- 8 – 15 T – TEvening division examinations
- 8 – 15 W – TDay division examinations
- 16 WGraduating seniors' grades due in deans' offices by noon
- 18 FUniversity Baccalaureate Mass
- 20 SUCommencement for colleges of Arts and Sciences, Business Administration, City College, Music, and graduate division
- 23 WGrades for undergraduate and graduate students due in deans' offices by noon

[†] Above dates are subject to change. Please refer to Loyola's website—www.loyno.edu—for official dates.

SUMMER 2001[†]

MAY

- 24 THAll sessions: Registration*
 25 FAll sessions: Registration continues*

FIRST FIVE-WEEK SESSION

MAY

- 24 THRegistration
 25 FRegistration continues
 29 TClasses begin**
 Late registration begins and drop/add continues
 30 WLast day for late registration and drop/add
 Last day to change to audit (Office of Student Records)
 Last day for 100% refund

JUNE

- 1 FLast day for 90% refund
 6 WLast day for 50% refund
 15 FLast day to withdraw
 Last day for 25% refund
 29 FFinal examinations on last class day

JULY

- 4 WUniversity holiday
 5 THGrades due in deans' offices by noon

EDUCATION FIVE-WEEK SESSION

MAY

- 24 THRegistration
 25 FRegistration continues

JUNE

- 11 MRegistration and drop/add
 Classes Begin**
 12 TLate registration begins and drop/add continues
 Last day for 100% refund
 13 WLast day for late registration and drop/add
 Last day to change to audit (Office of Student Records)
 14 THLast day for 90% refund
 19 TLast day for 50% refund
 28 THLast day for 25% refund

JULY

- 2 MLast day to withdraw
 4 WUniversity holiday
 16-17 M-TFinal examinations
 20 FGrades due in deans' offices by noon

CITY COLLEGE EIGHT-WEEK SESSION

MAY

- 24 THRegistration
- 25 FRegistration continues
- 29 TClasses begin**
Late registration begins and drop/add continues
- 30 WLast day for late registration and drop/add
Last day to change to audit (Office of Student Records)
Last day for 100% refund

JUNE

- 4 MLast day for 90% refund
- 12 TLast day for 50% refund
- 26 TLast day for 25% refund
- 28 THLast day to withdraw

JULY

- 4 WUniversity holiday
- 26-Aug. 1 TH-WFinal examinations

AUGUST

- 3 FGrades due in deans' offices by noon

SECOND FIVE-WEEK SESSION

MAY

- 24 THRegistration
- 25 FRegistration continues

JULY

- 2 MRegistration and drop/add
Classes begin **
- 3 TLate registration begins and drop/add continues
Last day for 100% refund
- 4 WUniversity holiday
- 5 THLast day for late registration and drop/add
Last day to change to audit (Office of Student Records)
Last day for 90% refund
- 10 TLast day for 50% refund
- 19 THLast day for 25% refund
- 20 FLast day to withdraw

AUGUST

- 2-3 TH-FFinal examinations on last class day
- 7 TGrades due in deans' offices by noon

MBA FIRST SIX-WEEK SUMMER SESSION

MAY

- 21 MClasses begin and registration
- 22 TLate registration begins and drop/add continues
Last day for 100% refund
- 23 WLast day for late registration and drop/add
Last day to change to audit (Office of Student Records)
- 25 FLast day for 90% refund
- 31 THLast day for 50% refund

JUNE

- 11 MLast day to withdraw
Last day for 25% refund
27-28 W-THFinal examinations on last class day

JULY

- 3 TGrades due in deans' offices by noon

MBA SECOND SIX-WEEK SUMMER SESSION

JULY

- 9 MClasses begin and registration
10 TLate registration begins and drop/add continues
Last day for 100% refund
11 WLast day for late registration and drop/add
Last day to change to audit (Office of Student Records)
13 FLast day for 90% refund
19 THLast day for 50% refund
30 MLast day to withdraw
Last day for 25% refund

AUGUST

- 15-16 W-THFinal examinations on last class day
21 TGrades due in deans' offices by noon

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NOTES

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THE MONROE LIBRARY

CROWN JEWEL OF LEARNING AND TECHNOLOGY



In January 1999, Loyola University New Orleans opened the new J. Edgar and Louise S. Monroe Library—the region's most technologically advanced facility. Wired for the new millennium, the library features computer labs, multi-media classrooms, and more than 650 Internet connections.

Library highlights include The Lindy Boggs National Center for Community Literacy, which serves as a national clearinghouse for information, research, and resources pertaining to literacy; the Department of Special Collections and Archives, housing The Walker Percy and

His Circle Collection and the Archives of the New Orleans Province of the Society of Jesus; and the Visual Arts Center and Collins C. Diboll Gallery, the fourth-floor exhibition, archival, and lecture space.

Loyola consistently ranks among the best universities in the south and affords its students one of the best values in higher education today.

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For more information, contact:
Loyola University New Orleans
Office of Admissions
6363 Saint Charles Avenue
New Orleans, LA 70118-6195
(504) 865-3240
or (800) 4-LOYOLA
Fax (504) 865-3383